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ABSTRACT

Ten of Oregon's twelve community colleges were represented at this workshop sponsored by the Oregon Board of Education. Each participant held a position of importance in developing programs for handicapped students in his respective agency. The workshop: (1) examined the problems of the handicapped student, in terms of specific problems of each group as well as problems faced by handicapped students in general, (2) studied successful programs and instructional materials, and (3) discussed innovative methods and techniques. After examining the role of the community college in rehabilitation, participants recommended modifications in teacher education and made proposals for new programs. (BH)

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Final Report

"The Role of the Community College in Training the Disadvantaged-Handicapped Student"

A Workshop
June 15-19, 1970

Co-Sponsored by

The Division of Career Education
of the
Oregon Board of Education
-Leonard Kunzman, Director

The Division of Vocational, Adult
and Community College Education
at
Oregon State University
-Henry Ten Pas, Director

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-Dr. William Wolansky, O.S.U.
-Mr. Dave Backman, O.B.E.

Workshop Director
-Donald Lindahl

Workshop Coordinator
-Orley Gunderson

Held At

Oregon State University
M.U. Council Room

VT011 542

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PREFACE

Thirty participants from ten of Oregon's twelve community colleges participated in the workshop entitled "The Role of the Community College in Training the Disadvantaged-Handicapped Student" June 15-June 19 on the campus of Oregon State University. Five participants representing fifteen supportitive agencies were also in attendance. This workshop was sponsored through a grant from the Oregon Board of Education.

The selected participants held postitions of critical importance in the development, organization and implementation of programs for the disadvantaged-handicapped students in their respective agency. It was the intent of the week's activities to take this heterogeneous group through numerous activities ranging from a status report of what has been done and what is happening to formal presentations to developing individual plans of action to be implemented upon returning home.

This report attempts to describe most of the activities of the workshop. Only an abbreviated attempt was made to include specific details of the consultant presentations. Most of the resource people did a magnificent job of involving participants in activites that made the material relevant and within the participant's frame of reference.

Recognition should be given to the Oregon Board of Education and the Oregon State University staff members especially Dave Backman, O.B.E. Specialist and Orley Gunderson, Workshop Coordinator, also to the planning committee for their assistance in planning the program and for their assistance in making the workshop a success.

Donald G. Lindahl
Workshop Director

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INTRODUCTION

There is a critical need for well trained educators in the community college to be prepared to be of real assistance to the disadvantaged-handicapped student. The community college must play a vital role in meeting this need in their respective communities. The community college because of its very nature or philosophy is best suited to serve the needs of these students.

It is anticipated, and evidence is contained herein, that outcomes of this workshop will be of direct significance to the community colleges and that portion of their enrollment that are identified as disadvantaged and/or handicapped. Indirect, widespread and long-term benefits are expected as participants implement the ideas and programs as a result of this workshop.

The objectives of the workshop were accomplished through the assistance and participation of nationally recognized, as well as state and local experts in the area of educating and training of the disadvantaged-handicapped student. These consultants included personnel from the U.S. Office of Education, the Oregon Board of Education, selected community colleges, State government, Area Manpower Institute for Development of Staff, private business, the Office of Economic Opportunity, U.S. Department of Interior, U.S. Navy, and Oregon State University staff members.

All participants of the workshop were assigned to active roles in one of three project groups. Each group prepared a plan or model proposal of a plan that could be implemented in most any community college. Also each participant was required to develop a plan for action which could be implemented when each returned to his place of work. These two roles provided active involvement during the workshop and provided a stimulus in the implementation of long-range plans.

At the close of the workshop an evaluation was conducted. The results were most rewarding and beneficial. From this evaluation we conclude that the workshop was highly successful from the participants' viewpoint. Personally, as well as professionally, we found the workshop very rewarding. We express our appreciation to those who made it so; may our paths cross again.

"The Role of the Community College in
Training the Disdavantaged-Handicapped Student"

WORKSHOP OBJECTIVES

The specific objectives of this workshop will be to:

1. Help identify and develop an understanding of the handicapped-disadvantaged student.

2. Examine the problems surrounding the handicapped-disadvantaged student.

3. Examine the special problems and needs of the various groups such as:

   a. Physically handicapped
   b. Rural disadvantaged
   c. Urban disadvantaged

4. Study successful programs.

5. Become knowledgeable of new instructional methods and techniques.

6. Review instructional materials.

7. Examine the role of the Community College in training the handicapped-disadvantaged student.

8. Recommend how Teacher Education can be modified or improved to be of greater assistance to the community college handicapped-disadvantaged personnel.

9. Write proposals for programs or projects.

10. Commit yourself to action.

WORKSHOP PROGRAM
June 15-19
M.U. Council Room
Oregon State University

"The Role of the Community College in Training
the Disadvantaged-Handicapped Student

MONDAY, JUNE 15

8:00-8:30 a.m.	Registration
8:30 a.m.	Welcome -Mr. Lonnie Harris, O.S.U., Director Minorities Office
8:45 a.m.	Status Report and Commitment to Action -Mr. Al Ringo, Oregon Board of Education
10:00 a.m.	Keynote -Miss Barbara Kemp, U.S. Office of Education
11:00 a.m.	Informal Interaction Session
1:15 p.m.	"Employment of the Disadvantaged-Handicapped" -Mr. Don Dils, Manager Governor's "Task Force 70"
2:15 p.m.	"Are the Community Colleges Meeting the Need?" -Dr. Wm. E. Crieghton, D.D.S., Kaiser Foundation, Kaiser Hospital, Portland
3:30-5:00 p.m.	Organization of project teams

TUESDAY, June 16

8:15-9:30 a.m.	"Planning Programs for the Handicapped" -Mr. Don Miller, C.P.A. Milwaukie, Oregon
9:45 a.m.	Disadvantaged Student Panel -Mr. Jack Miller, Moderator Vocational Village, Mt. Hood Community College
11:45 a.m.	Let's have lunch with the students
1:00 p.m.	"Recruitment, Training & Employment and It's Relationships" -Mr. Glen Jackson, Chairman, Pacific Power and Light Director, Region X, National Alliance of Businessmen Past Chairman, Portland's Metro Organization
2:45 p.m.	"Proposal Writing" -Mr. Richard Eyemann, Lane Community College

WEDNESDAY, JUNE 17

8:00-9:00 a.m.	Project Team Session
9:00 a.m.	"Tuning in on the Tuned Out" -Mr. Manuel Jimenez, Project Director, Los Angeles AMIDS Center He has been credited with developing an in-service training center for teachers of the disadvantaged. Many thousands of instructors and administrators look upon him as a personal friend as well as a professional helper.
10:30 a.m.	"Diagnosis of Individual Needs" -Mr. Vern Halbromb, Counselor and Vocational Supervisor He has had many years experience in both industry and education. Sixteen years of occupational experience took him from electrician to design engineer. Later he was a vocational supervisor in San Diego and on the staff of South Central Los Angeles and Pacoima Skills Center.
1:00 p.m.	"Economic Opportunity Programs and the Community College" -Mrs. Alta Crawford, Linn Benton Office of Economic Opportunity
2:00 p.m.	"Indian Training Programs: Success and Follow-up -Mr. Charles Holms, Chemawa Indian School Salem, Oregon
3:00-5:00 p.m.	Project Team Session

THURSDAY, JUNE 18

8:00-9:00 a.m.	Project Team Sessions
9:00 a.m.	"Obstacles to Motivation" -Mr. Frank Novello, Expert on Audio-Visuals and Remedial Reading. He has developed film strips for educational distributors and was a large city AV coordinator for many years. He has had 12 years experience teaching remedial reading, mathematics and communications skills to adults and manpower trainees.
10:30 a.m.	"Linking Vocational Training with Basic Education" -Mr. Barry Noonan, expert on Evaluation His concept of evaluating for mathematical ability has drawn national attention and has been adopted throughout Indiana schools.

1:00 p.m.	"Open-Entry/Open-Exit Vocational Training" -Mr. Manual Jimenez
2:15 p.m.	"Use of Trainees in Program Involvement" -Mr. Gabriel Robles He served as bilingual counselor for Los Angeles City Schools and more recently has coordinated the satellite programs of the East Los Angeles Skills Centers. His many fields of expertise include English as a second language, Latin American studies and educational administration
3:30-5:00 p.m.	Final Project Team Session

FRIDAY, JUNE 19

8:30-9:00 a.m.	"Working with the Disabled" -Mr. Corbitt Ray, Oakland, California
9:30 a.m.	Project Team Reports
10:30 a.m.	Personnel Development Recommendations
11:15 a.m.	Film "Staff Involvement and Decision Making"
12:00 noon	Luncheon, M.U. Tea Room, "C" North Speaker will be: -Dr. William Moore, Jr. President Seattle Central Community College Dr. Moore recently authored a new book entitled "Against the Odds: The High Risk Student in the Community College"
2:00 p.m.	Wind up and evaluation session

Workshop Participants

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Wright, Larry Clackamas Community College-Job Place.	Rt. 2 Box 146 Canby, Oregon 651-2464

WORKSHOP PRESENTATIONS

On the following pages there is a brief outline or review of key points made by most of the workshop consultants with the exception of Mr. Ringo's and Mr. Miller's presentations which have been supplied in their entirety.

The presentations by:

Miss Barbara Kemp
Mr. Glenn Jackson
Mr. Manuel Jimenez
Dr. William Moore, Jr.

were recorded on audio tape and are available by request from the:

Division of Vocational, Adult
and Community College Education
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Corvallis, Oregon 97331

STATUS REPORT AND COMMITMENT TO ACTION

By

Mr. Al Ringo

Coordinator

Special Programs

Oregon Board of Education

As Presented at the Workshop "The Role of the Community College In Training the Disadvantaged-Handicapped Student"

Oregon State University

June 15, 1970

INTRODUCTION

A commitment to action implies many things. I feel each of us in this room has a commitment to Vocational Education as the most effective tool in enabling the disadvantaged to provide for their needs and to maximize their potential in our free society. If we are truly committed to the cause of just and equitable treatment for those less fortunate persons, if we truly believe vocational education is preparation for life's work and that this should be the goal of all education, we should be more able to resolve the congressional concern that vocational education is not meeting the needs of the disadvantaged and handicapped. We need not scurry about in erratic frustration looking for ways to spend the approximate half million dollars anticipated for Oregon's community colleges for fiscal 71, but will deliberately go about meeting those special needs in an organized and innovative manner and we welcome future teacher accountability as an expression of self confidence in our ideals. I invite you to join me and my special program staff and Doctor Tenpas' OSU Vocational, Adult, and Community College Staff in going forward with anticipation to meet the existing challenge of fulfilling the vocational education needs of all Oregonian youths, including the disadvantaged and handicapped.

1968 VOCATIONAL ACT AMENDMENTS

In passing the 1968 amendments, Congress has given America's public schools a mandate which is probably the most challenging in their history. This legislation is aimed at making occupational preparation a major

responsibility of our schools. It seeks to strengthen and expand existing programs and develop new ones designed to equip disadvantaged and handicapped persons with job skills to meet the nation's manpower needs. Since 1917 with the Smith-Hughes Act, the local, state, federal partnership in vocational education has helped high schools and post high school institutions prepare persons for the labor market and to up-grade the work force. The Vocational Education Act of 1963 brought many changes, most significantly it shifted program emphasis from limited occupational categories to broad groups of people in need of training, new entrants to the job market, job holders ready for up-grading, those in need of retraining, and persons with particular problems who find it especially difficult to get ahead in the changing world of work. The Vocational Education Amendment of 1968 continues this emphasis on people instead of occupations.

Major new requirements added by this law are annual and long-range planning and procedures for participation in the planning, review, and evaluation of vocational and technical education. In fact, Congress is really saying that schools are not doing the job in some areas. It has mandated that 15 percent of the Grant B funds be set aside for disadvantaged projects and that 10 percent be provided for handicapped projects. Additional disadvantaged money was made available this past year through Section 102B of the Act, Oregon's share was $173,000. $930,540 was paid to local educational agencies in Oregon to meet these special needs this past year. Of this, $465,000 was for community college projects, $315,226 of this was for the disadvantaged and $150,000 was for the handicapped. This represents comprehensive programs in each of Oregon's 12 community colleges and a project for in-service training at Oregon

State University. As a matter of passing interest, programs were approved in 46 secondary schools this year equaling similar totals as those for the community colleges in dollar amounts.

Vocational educational programs for the disadvantaged and handicapped may be in the form of modification of regular on-going vocational programs to enable these persons to obtain maximum benefits from them, for the establishment of special vocational programs to meet the needs of the disadvantaged and handicapped, or establishment of supportive programs or services to enable these persons to succeed in vocational educational programs.

NATIONAL ADVISORY COUNCIL REPORT

Let's reflect for a few moments on the findings of the National Advisory Council on Vocational Education. "They point out that violence racks our cities and has its roots in unemployment and unequal opportunity. That those with no jobs in an affluent society lash out in anger and frustration. Young people who cannot qualify for decent jobs distrust our society and speak out with violence and the voice of rebellion. Campus and inter-city revolt reaches into our schools. The racial unrest, violence, and unemployment of youth have their roots in inadequate education. Each year the ranks of the school dropouts increase by three quarters of a million men and women. They enter the job market without skills and attitudes employers require. They and millions of others are underemployed, among these the students who are graduates of our high schools but who are inadequately prepared for anything are tragic evidence of the present inadequacies of our educational system.

One quarter of the men and women who turn 18 each year are not educated to a level of adequate employability. This is a waste of money as well as human resources. Our nation supports a multitude of remedial programs some of which cost as much as $12,000 for each person placed on a job. Those who remain unemployed may cost us over $4,000 a year in welfare costs. Added to these costs is the blighted life, the discontent, the threat of revolution, and it is inexcusable. Schools can and should prepare young people to realize their potential. Each city in the country succeeds every year with some of its students, even in the most depressed parts of the city. Why is its success not universal? Let us ask why the failure rate is so high. The reasons, the advisory council says...attitude, program, and money."

The attitude that says vocational education is designed for someone else's children is shared by businessmen, labor leaders, administrators, teachers, parents, and students. We are all guilty. We have promoted the idea that only education capped by four years of college is a good education. This very idea is snobbish, undemocratic, and a revelation of why schools fail so many students.

The federal government invests $14 in the nation's universities for every $1 it invests in the nation's vocational educational programs. Our state governments do the same, investing far more in universities and colleges than they do in the support of skill training for those whose initial preparation for the world of work precedes high school graduation. Local school districts continue to concentrate on college preparatory and general programs disregarding the fact that 60 percent of our young high school people will not go on to college or universities and in fact

many students will make inappropriate choices because they are the victims of learning for educational prestige. We have all heard that the number of jobs which the unskilled can fill is declining rapidly, however how many of us recognize that in the 1980's it will still be true that less than 20 percent of our job opportunities will require a four year college degree. Every child must be educated to his highest potential and this potential is not, and can not be measured by the color of collar. Skilled craftsmen make more than many school superintendents and college presidents. The advisory council plainly states that only the arrogant will allow themselves to feel that one is more worthy than the other.

I feel this brings us clearly to the purpose of the community colleges and their very important role in Oregon. The high schools should be charged with the responsibility of providing broad vocational study in the cluster concept. The student then should be prepared to progress to the community college for specific vocational preparation. This may be an immediate transition from the high school when the need is recognized, it may be brought about after an interim period in the world of work. It may be an attempt to catch up, to learn new skills in a rapid changing society, or it may be a re-entrance to the labor market for one who has not worked for a long period or has never worked, and finds suddenly the burden of raising a family thrust upon him.

Exploration of the world of work should begin early. Respect for work and pride in workmanship are essential in a trillion dollar economy. Direct job related instruction starting in the upper elementary grades should be made available for some pupils.

The Advisory Council emphasizes the ridiculousness of investing nearly $4 in remedial manpower programs for each $1 it invests in preventative vocational programs.

ADVISORY COUNCIL REPORT #2

Four months after its first report of July 1969, the Advisory Council issued a second report and it enumerated four concerns.

First a concern for persons who are flowing into the pool of unemployed as strong as our concern for those already among the unemployed. They pointed out that last year the Federal government allocated $1.6 billion in support of, recruiting, counseling, educational training, and job placement efforts for approximately 1 million men and women who suffered under economic, educational, or physical handicaps. As of October, labor department statistics show the unemployment rate in our poverty neighborhoods has shown no over-the-year improvement. 700,000 young men and women dropout of the nation's schools before graduation each year. Some of the dropouts find jobs but many of them flow into the pool of the unemployed, lacking the skills and preparation which would make them employable.

The council further expressed a concern for directing the disadvantaged into the mainstream of vocational and technical education for career preparation rather than into separate programs. Such separate programs point out to the disadvantaged that they are second class citizens who cannot make it in the mainstream. Here in Oregon it is Board policy

that every attempt will be made to have the disadvantaged and handicapped enrolled in regular on-going programs. What the disadvantaged want and need is access to vocational technical programs for career preparation, counseling and tutoring, and other support that is essential, but separate programs can destroy their dignity.

The third concern enumerated by the council was that federal funds be used primarily to cover the additional cost of vocational and technical education in career preparation as distinguished from the total cost of such education. The principal reason local school districts have been slow to make vocational education programs available to all who want them is that the initial and operating cost of vocational education is higher than for general education programs.

The fourth concern is one for a coordination of vocational education as well as manpower programs. These concerns have led the council to one fundamental policy; that the federal government should invest at least as much money in reducing the flow of untrained youth as it invests in reducing the pool of unemployed. Most of the federal investment should be concentrated on paying the additional cost of vocational and technical programs of career preparation as compared with programs which prepare for further education in high schools and post-secondary institutions.

To carry out this policy they recommend that the federal government should take the following three actions now:

1. Require that communities develop coordinated plans for reducing both the flow of untrained youth and the pool of unemployed adults.

2. Federal support for the community colleges and other two year post-secondary institutions on vocational and technical programs as career preparation.

3. Overhaul the federal administrative organization to permit the federal government to exercise leadership in vocational education as well as in manpower training.

CAREER EDUCATION PRIORITIES

Career education development is an Oregon Board of Education priority for management by objectives. It is to make available to the 11th and 12th graders in Oregon a career education program based on the occupational cluster concept. Assure that broad, diverse opportunities are available for students to enroll in specific occupational training programs in Oregon's community colleges and approved private vocational schools. Provide occupational guidance services to all students and exploratory occupational programs for grades 7 through 10.

Over the past several years considerable progress has been made in providing increased opportunities for youth and adults to train for employment, particularly in post-high school programs. Yet today in a society orientated toward higher education 1 out of 5 Oregonians does not finish high school and only 1 in 10 actually graduates from a four

year college. Most of the school curriculum, high schools in particular, still is structured as though everyone is preparing for a career which requires a four year college education. School life is by and large separated from real life, from real work, from real community services. Our present approach to universal education has tuned out many youngsters. Young people bored, restless, and disenchanted seek alternative avenues to fulfill their innate desires to learn and to express. On the positive side, many of the state's high schools have added standard occupational offerings so that currently about one fourth of the juniors and seniors are participating in occupational programs. A large number of schools are showing increased interest and activity in occupational exploration, interdisciplinary approaches to occupational instruction, and other career related programs. In post-high school occupational education, progress has been rapid in the development of a system of 12 community colleges in the last ten years. In 1968-69 vocational instruction was provided for nearly 34,000.

The public schools in Oregon are responsible for providing every young person with educational opportunities that will enable him to develop his full potential. The Oregon Board of Education has interpreted this to mean that schools have a three-fold objective to help young people discover their individual interests and abilities, explore the many avenues of productive activity that might challenge and enlarge their individual talents and learn the wise exercise of freedom of choice, self direction, self discipline, and responsibility.

Identifying the qualities which will make the occupational training programs more responsive to the needs of the disadvantaged and handicapped, and additionally you may wish to touch on an evaluation of the extent to which teacher education courses are preparing teachers to successfully meet the occupational training needs of this target population.

We must focus on the special needs group who are neglected by a society that elects to indulge rather than to accept them. Education, can no longer gear the curriculum to the average student with utter disregard for the needs of the disadvantaged. The system must above all else have patience, concern, and understanding for them. It can no longer say to them "it's your fault you haven't learned, you've been well taught." In the past, parents had time or at least took time to teach their children truth and honesty in their human relationships, now the young people get most of their human relations training while watching television which may leave much to be desired. Teachers used to have time to help students with learning problems and personal problems; now students break into offices to be heard. Society has a distorted sense of values when people in high places join the thrashing throng of throaty protesters who muddle every issue of any importance, loudly complaining what is wrong with our schools yet doing nothing about it. They are in a position to do something and either must use their power or be relieved of it.

MODIFICATION OF THE EDUCATIONAL SYSTEM

The thrust of the Civil Rights movement, compensatory education, training the less advantaged, and such programs have clearly provided certain

Giving a new emphasis and look to career education will go a long way towards solving the problems that have been outlined because friendship, life style, community service, voting habits, citizenship, leisure time, and family life are vitally affected by career choice. Career consciousness can and should affect teaching and learning and should seek to remove the distinction between the vocational and academic subjects. The hopes, aspirations, and goals and many times, the capabilities of the disadvantaged and handicapped do not materially differ from other students. Work with the special needs student can be both challenging and frustrating.

TEACHING THE DISADVANTAGED

It has been implied that teachers with middle class backgrounds are impelled by both personal desire and vocational education legislation to attempt to train more effectively the less advantaged persons who need help in coping with the complex society. Determination to help quickly turns to frustration as traditional methods meet the blank walls of rejection. Sometimes present teachers, teacher educators, administrators, supervisors, and other relevant personnel can be retrained and new personnel must be trained to teach more effectively those who up to now have been bypassed by our educational system.

In this coming week at Oregon State you may wish to address yourself to identifying the occupational and related training needs of the disadvantaged adults, of assessing the extent to which occupational training programs successfully meet the educational needs of the disadvantaged and handicapped.

implications for the total educational system. Schools have served well a comparatively small segment of our population, have provided all too often only a mediocre education to the great majority of our youth, and have not served at all a sizeable group of people who find themselves competitively less advantaged and attempting to enter the mainstream of our economy. The lesson is really simple. The total educational system is really outdated. It is not geared to meet the needs of a highly diverse learning population. Until it is recognized that the problem is in the total educational system itself that worthwhile innovations such as the 28-32 different manpower programs which have been initated will have little effect. These bandaid projects are directing their energies toward bringing the less advantaged up to a certain level whereby they may profit from the present system. Of course, to be effective any reform must be done step by step.

CRITERIA FOR SUCCESSFUL VOCATIONAL PROGRAMS

A successful training program reaches out to recruit the less advantaged and would help offset the debilitating effects of deficient home and neighborhood environment. Programs which succeed are those that were planned with the trainees' needs and aptitudes in mind and planned with employment as a goal; programs planned with coordination between institution and industry; instructors and supervisory personnel concerned with and focused on the needs of the trainee. A successful training program should consider all services needed for the trainees' success. A good training program will provide for recycling of trainees and upgrading personnel presently employed. A responsive training program will be aware of and sensitive to local, state, and national labor market trends and projections.

Successful programs must take a trainee where he is and carry him to a respectable employment status. A responsive program will be able to predetermine terminal performances. A good program must have community involvement and support. Advisory and special subcommittees are recommended for all training programs involving less advantaged adults. Imperative internal qualities would be in communication, staff must create an environment where a student feels he has some hope and can develop new attitudes which are congruent with his aspirations, be mature, stable individuals who can be confronted and must be able to cope and recognize individual differences both cultural and individual. They must not be coercive but patient and respectful, must be extremely sensitive and perceptive to human beings and must know their subject matter both practically and in relation to aims. In administration they must keep themselves open to the needs and wants of students, maintain open channels of communications with students, instructors, counselors and other concerned and involved persons. There needs to be a national effort to change the image of workers. The general public should be made aware of the importance of manual work. Vocational technical training should not be conducted in unattractive left-over buildings but rather should occur in attractive facilities.

IMPROVING TEACHER EDUCATION

Let me share with you a few of the recommendations of a preliminary report of an institute addressing itself to updating the process of content of teacher education courses to reach less advantaged adults.

Effective teachers must have demonstrated sensitivity to the unique needs and the wants of less advantaged adults. These needs and wants extend to personal, family, community, social and economic problems of less advantaged adults. Sensitivity to the needs of less advantaged adults is most apt to enrich the teacher education program when it precedes or is in conjunction with other teacher education courses. Realistic face to face exposures to less advantaged adults should be incorporated into the early stages of preservice teacher education programs. The effective teacher of less advantaged adults must accept and trust each individual as a fellow human being before communication can begin--and communication is an absolute prerequisite to learning.

The effective teacher must have a desire to continue learning while teaching. Learning cannot stop simply because a degree is acquired. The effective teacher recognizes that rationality is not the only guide-line for decision making, the teacher's feelings should be considered along with the rational processes in many instances to provide workable decisions.

Teacher education programs for less advantaged adults do not differ except in terms of emphasis from any other effective teacher education program. Teacher education courses for less advantaged have as their terminal objective helping the teacher of the less advantaged to obtain a secure personality to develop a people-centered approach to learning and develop a level of subject matter and people-competence to earn the confidence of the less advantaged adult.

SUMMARY

This workshop has been designed with the intent that we may sit down together and avail ourselves with some very fine expertise that Mr. Lindahl has brought together, and face the problem of providing vocational education to the disadvantaged and handicapped. It is my sincere desire that when Barbara Kemp returns to Washington she will in fact report that we in Oregon do have a definite commitment to action.

"The U.S. Office of Education
and the Disadvantaged-Handicapped" *

Miss Barbara Kemp, U.S.O.E. June 15, 1970 A.M.

Congress is the real friend of Vocational Education. Congress wants schools to provide meaningful programs for all students. Community Colleges can play a very important role in servicing the needs of youth especially the Disadvantaged-Handicapped.

Handicapped was defined by Congress in easy to understand terms, however, Congress didn't really give us a good definition of Disadvantaged.

The Community Colleges should provide realistic programs for the disadvantaged, not programs like shoerepair, etc. They should offer programs, such as Social Service Tech. or aide, Health Assistance, etc.

The mentally retarded need our help in a positive manner.

Our attitudes are the most important element in working with the Disadvantaged-Handicapped student.

We need to take a good look at some of the community college entrance requirements.

Guidance and counseling needs improvement and more of it. Total family counseling is important.

"Employment of the Disadvantaged-Handicapped"

Mr. Don Dils, June 15, 1970

Students have three concerns:

1. Negativism
2. Death
3. The world around us.

Work is a common bond as viewed from Business and Industry. People have 4 basic needs:

1. Physical
2. Education
3. Personal
4. Social

* Audio tape recording available

"Planning Programs for the Handicapped"

Mr. Don R. Miller, C.P.A.

Ladies and Gentlemen:

Thank you for inviting me to speak to you today. I look upon this as an honor and I feel that I can relate some of my experiences to you that might be pertinent.

We are talking about handicapped people, and in order to have a feeling for this, I would like you to do something that might seem a little strange, but will perhaps give you something to think about when we talk about handicaps. This will be just one kind of a handicap.

I would like to have you all stand up for a minute. You can see how easy that is to do. Now you can sit down again and put your hands on your chair and sit on them. Now that may sound like a strange request, but let's stop and think about it for a minute, because the next thing I might say to you if you were a student in class is that the next things I'm going to say are quite important and I would like you to take notes about these. Now would you be able to tell me how you might solve this problem of taking notes with no hands.

This is something you should think about. This is what you're meeting today about. So while I'm talking you can get off your hands whenever you feel like getting off of them, but just think about what we just did.

I thought I would give you a little background on myself first because most everything I have to say today is related to me personally, and I think you should know a little bit about me. First, I had Polio in August 1954. I was in a hospital in Portland for nine months and have a breathing involvement which is not quite apparent although it could be to some of you with experience in these areas.

I was in an iron lung for three months and then transferred to a rocking bed. I still sleep on a rocking bed at night. I got out of the hospital in May of 1955. Just prior to getting out of the hospital, I was given a battery of tests for aptitude and IQ, trying to help me decide what I might best do as related to my handicap. Unfortunately, they didn't narrow the field down very much, but with a lot of discussion with my wife and thinking about this myself, came to the conclusion that probably for my particular ability or lack of ability, which ever

way you wanted to put it, that going into the accounting field would probably be best for me. So these tests helped me to decide that I was qualified to take this course in that particular field of education, and perhaps if I worked at it hard enough, I would be able to get by.

So I started in the fall of 1955 at Multnomah College and took just nine hours, in accounting and related subjectsand then went on to take more subjects, so at the end of two years I had completed what would be equivalent, I believe, to your community college. The credits that I obtained were all 100% transferable to any four year college in the state of Oregon.

So at that point I decided that I did not have enough background in accounting in order to do the job that I wanted to do.

To relate a little bit how I felt about this, and I guess this only points up the more you know you find out the more you don't know. Because after the first year in accounting, I felt like I had pretty well covered the whole field. I went from basic journal entries through depreciation and amortization and all the schedule of statements and so forth that are related to accounting. I thought that was all I needed to know. I talked with my teacher and he recommended I take the second year if I wanted to become proficient and really get into the accounting field. So I did at his suggestion and by the time I was through the second year, I found that there were quite a few things that I had missed in my first year, and talking further with him, I decided probably the best solution if I wanted to become a good accountant, was to go on and finish a full four year course. Well, of course, this was my decision and was based on the availability of funds from the Division of Vocational Rehabilitation, and they felt; I guess, that I was doing well enough in school that they would try it. They talked to Lewis & Clark and it turned out that they would pay on tuition at Lewis & Clark what the state schools charged. I received a scholarship for part of the tuition and paid part myself, so I went there, actually, under sponsorship of DVR, a scholarship from Lewis & Clark and some of my own funds.

I de ded upon Lewis & Clark because I felt that their accounting school was the best that was in Portland at that time. I graduated in 1959 and two months later, I was making enough to be self supporting.

I set for my CPA exam when I graduated and I set again to complete one other part I didn't get. I received my certificate in September of 1961 which is as early as I could based on the requirement that you be employed two years prior to receiving your certificate. Now this was all made possible by DVR and was done with the help of counselors and

with their sincere interest in me achieving my goals. They were able to co-ordinate the services necessary for me to complete my education. This is the kind of thing I believe that the community college, in order to be viable in the field of vocational rehabilitation is going to have to look at in order to do the job that needs to be done.

Is there a place for vocational rehabilitation for the community college? Yes, I truly believe there is and the needs are great. For example, in 1968, 150,609 of the population of 16 to 64 was handicapped. This includes all forms, of course, physical, mental, correctional addicts and alcoholics. Now they make up 12.72% of the total population in Oregon. It is kind of unbelieveable when you think about it.

In 1972, the projection is that there will be 161,151 people handicapped and by 1975, 168,079. Physically impaired makes up slightly more than 50% of this total, that is the people with amputations, spinal injuries, these kinds of physical impairments.

In order to understand what rehabilitation is, one needs to understand the needs and goals of rehabilitation before any plans can be made about rehabilitating anyone.

I have several points that I think are pertinent with relation to the goals and the aims of rehabilitation. How does all this get started? The vocational rehabilitation process begins with referral or request for assistance and is considered to be complete when the consumer of services has been satisfactorily placed in a job or has otherwise achieved his maximum degree of independence. The motto of rehabilitation might be stated, "From Dependence to Independence."

While the question of the highest and best capacity needs resolution in order to establish priorities and make the maximum use of limited funds, it should not be permitted to cloud the over-riding issue. The real goal of vocational rehabilitation is to help the dependent individual to become as independent or as nearly independent as possible.

I feel there are a great many arguments in favor of the justification of vocational rehabilitation. I am one, myself, but basically there are others too. Besides looking at individuals, the ideas behind vocational rehabilitation has been identified as a public good, an investment in human potential based upon our concept of human dignity and the personal worth of the individual. We feel a responsibility toward our fellow man who by reason of birth, accident, illness or other circumstances finds himself dependent upon his family or public assistance. This is the

humanitarian justification for rehabilitation. We rehabilitate because its the right to help dependent persons to compete, produce and to lead more rewarding lives. There is no formula for placing a dollar sign on such human benefits.

Vocational rehabilitation can be justified on economic grounds. The fruits of our rehabilitation investment are as much economic as humanitarian. Successful rehabilitation enables the handicapped to become an active participant in our economy.

The nature and degree of an individuals handicapping condition does not always permit him to become self-supporting, however. In many instances, it can only make his life more bearable, a little more meaningful, yes, even humanitarian. A major challenge in vocational rehabilitation, is to develop the tools for improving services and measuring their effectiveness, and of course, electing alternatives in terms of specific targets and rehabilitation programs.

In order to be effective in the field of vocational education or rehabilitation, we must establish some priorities. There are more handicapped people today who need and desire rehabilitation than our resources, public and private, can accommodate. Then who do we help? Those on a first come first serve basis? Is that right? Or those who can be more quickly and inexpensively retrained--or those for whom you just have the facilities--how do you make the decisions? These questions must be answered before the program can be established.

There are many different levels of rehabilitation. Setting rehabilitation goals for individual clients is not a simple process. Over and above the severity of the handicapped, the counselor must consider the clients capabilites and needs. These depend on the facts of each individual. All kinds of handicaps cannot be lumped into one category. For example, my polio may not be the same as another fellow's polio who is sitting in a wheelchair, or anyone else with any degree of handicap. For that matter, no one individual is like another individual in his own particular handicaps. They are all different.

There is a temptation to classify handicapped people as lightly handicapped, moderately handicapped, or severly handicapped. But to do so, is really over-simplifying the situation. What might be a hopelessly handicapped condition for one person, is an obstacle to be overcomed by another. Also, the apparent physical and mental handicap may be only part of the problem, its individual impact depends on a maze of social and environmental factors. Given the motivation and opportunity, most handicapped persons have a potential for achieving some measure of independence. Gauging this potential, bringing the resources to bear upon it, and assuring its fullest realization, should be the goal of any rehabilitation program.

We have been talking about the handicapped for a little bit now, maybe we had better find out who they are. Really, there is no universal set definition of handicapped. The term undergoes constant revision as physical and behavioral sciences become more sophisticated and the various eschalones or governments broaden their responsibilities in this area.

Primarily this focuses on three broad categories of handicapped. Physical conditions of a cronic or permanent nature, mental or psychological problems including mental illness, retardation and emotional aberrations, and behavioral disorders including alcoholism, drug addiction and social-criminal offenses.

Now that we have them identified, it would be interesting to take a look at the opinions and attitudes of the handicapped, themselves, as pertaining to assessing the adequacy of present services and their unmet needs.

To obtain such information, questionnaires were circulated by the members of the Governor's Planning Committee on Vocational Rehabilitation and were sent to a number of handicapped persons in the state of Oregon and the results that are stated following represent the experiences of 470 handicapped Oregonians who responded to the survey. This is not a random sampling since most of the names were obtained from the rolls of state agencies showing that those interviewed have had some contact with social services. Those with the lowest incidence of unemployment were the alcoholics and educable mentally retarded. Those with the worst employment history were epileptics, the more severely retarded and those whose phycial handicap was combined with a meager education. Education, in fact, was an underlying factor in a high percentage of the cases with a poor employment record regardless of the disability.

Two thirds of those questioned reported the need for either basic or vocational education as a prerequisite for becoming employable. Over half the total sample had not completed high school. Of those who had been employed before incurring their handicaps, 60% were in unskilled or semi-skilled labor, 32% were in skilled labor and only 7% were in a technical or professional occupation.

The categories reporting the least educational problem were persons released from correctional institutions, those suffering from stroke, heart and circulatory conditions, diabetes and the mentally ill. Only 16% of those questioned felt a substantial prejudice toward their handicap in their job environment. Ten percent reported some prejudice

on the part of fellow employees but only 6% from the foreman and management. It is perhaps significant that 2/3 of those reporting prejudice have severe educational limitations. I believe that the conclusions that can be drawn from this is that the basic education, if missing, correlates directly to a poor employment record and to some degree, a greater amount of prejudice regarding the handicapped.

The solution to this poor employment record and prejudice then obviously becomes, in my mind, basic education combined with vocational rehabilitation. What is needed is full package services, or we could liken it to full banking services our local banks offer.

We need several things. First of all, program: how selective will it have to be? Can you tailor a program so it will fit the needs of those in your community? Is it possible to give vocational training without the exposure to basic education? It certainly seems that basic education as reflected by the figures I gave you is very badly needed. Can you place this person? In other words after you have educated him, helped him to acquire skills, are you prepared to go all the way and help him find a job and make sure that he sticks with it? Are you willing to follow up for possible adjustments, family, other living adjustments, things that you had not anticipated in the beginning. In other words, following him on through for a year or so? To me the follow up would be as important as the education in order that the person, if he is not properly adjusted once he gets on the job, he will not hold that job. So it would be your responsibility to follow through and find out if he is properly adjusted, in fact, and if he is not properly adjusted, your job is not done. You need to go back and work with this person in either educational needs or psychological. Bring to bear the full service type idea that is necessary for complete rehabilitation. So why not get your basics integrated with the vocational. You have the brain power and all we need is a little innovation in this area to accomplish it. I think it would be great.

After a program has been divised, in order to implement the program, another step you would have to consider is the use of qualified counselors... You must have counselors who are really committed. They must be responsible and have true care and concern for the people they are dealing with...total commitment.

Total commitment reminds me about a story I heard sometime back about a farm community that was getting ready for a breakfast and the animals in the farm yard heard the people talking about this breakfast, but as they talked so much, they really paid very little attention to what they were talking about. However, the chicken, goose and pig etc, were listening in this particular morning and they were talking about a breakfast to celebrate the arrival of a new minister in the community.

As it turned out they were going to have quite a delightful breakfast, potatoes, gravy, biscuits and eggs and ham. This sounded like a normal breakfast. Later on the pig and the chicken got to talking about the breakfast and the pig said to the chicken, "Ya, you're feeling fine about this breakfast because you only have to give a little of yourself and you're not going to be hurt any. You're just going to give them some eggs, but for me when they talk about ham, you're talking about total commitment."

And really, so it is with the counselors. They have to have total commitment and be selfless in their interest and have a true desire to help the person that they're working with.

Now counseling in my estimation, when we talk about counselors, begins not with the handicapped person in particular, but maybe, truly more with the family as a unit. I feel personally, and I can say with my own experience, that if I had not had the backing and support of a wife who was interested in me achieving what my goals were, I would never have made it on my own... You need that kind of backing, you need total commitment from those around you, not just the counselor.

So in order to make sure that you have this kind of commitment, I think the counseling on rehabilitation has to begin with the family group somewhere, if possible, where the handicapped person has a place to look for the strength that comes from love. He has got to be supported by his family 100% to make the rehabilitation complete.

Now the counselor really holds the future of the student in his hand. In order to be a good counselor, he is going to have to have a lot of discretionary power. He has to be able to co-ordinate all the services that are available and focus them on the student without any particular interference. In a sense, I guess you could say, that either the counselor will make or break a student. Now whether this is really good or bad, I am not quite sure, but someone has to have the authority to act and it can not be left up to a long line of command where decisions are not made. It's very frustrating. So what's needed is a more streamlined type service.

Most rehabilitation practitioners agree that the client must share in the decisions made on his behalf. Not only do handicapped people have special needs and limitations, but their disabilities may have psychological affects which may contribute to their inability to function in the world of work. Therefore, an emphasis is placed on understanding the student's emotional makeup, his personal drives and how they affect his participation in the rehabilitation process. So with the help of the student, we need to set some goals for them to achieve. It's not a simple process. Over and above the severity of the handicap, the counselor

must consider the student's capabilities and his needs. Generally speaking, the level of service to be rendered is, within total financial limitations, of course, a discretionary one to be resolved by the counselor in each instance. The vocational goal he sets for his client is the sailent factor determining how much money will be spent. Conversely, the more money spent on rehabilitating one student, the less that remains for the others.

Among the considerations waived by the counselor in developing a rehabilitation plan for any student is the level of the student's education and training, his intelligence, apptitudes and motivations, the kind, length and expense required to achieve this elected vocational goal, and the student's economic circumstances--and most important and I can't stress this too heavily, is the counselor's own philosophy in regard to the level of rehabilitation to be sought.

To really complicate the whole picture of the counselor's role, there is one other point that should be brought out. There really is an underlining difference in philosophy among those people concerned with vocational rehabilitation. On one hand there is the school that says get him back on his feet and working at the least cost to the tax payer. At the other end of the scale there are those who insist that both society and the individual are best served by selecting a rehabilitation level which enables the client to operate at his highest and best capacity, regardless of immediate cost involved. Who is to say which is the right philosophy. My personal leanings, of course, because of my back ground, is with the latter . I feel that I would never have been satisfied or contributing to society in the fashion in which I have as an accountant had I not been treated on the basis of the last philosophy here; the highest and best for the student. I have a friend who is better off physically than I am. He was in the hospital the same time I was and we shared a room; he also decided to take accounting. The counselor and he had decided that he wanted to get back to work as soon as possible, they felt that a business course in bookkeeping and accounting would accomplish this. So to school he went... eighteen months straight through... he's all done.. and today he is still not holding a steady job. He is not producing an income that he would have produced had he gone on to more schooling, and his basic capabilities, as far as I'm concerned, were there. The whole difference was the philosophy of the counselor and his own philosphy. Now the counselor is there for helping to decide the fate of someone's future, and I feel that the counselor using the discretion that he has and giving the student an opportunity to talk about his future too, should emphasize without any hesitation the long, perhaps harder road has certainly the better benefits to be achieved in the long run. So it is

important, as far as I am concerned, to see that a student gets all the schooling that he is able to utilize for the field of endeavor that he has chosen.

Now after you have counselors and a program, the next thing, obviously, you must have some facilities. Have you given any thought to the requirements for facilities for handicapped people? How is your school set up? Do you have wide doors? Can someone in a wheelchair get around throughout the complex of the buildings? Can someone who has difficulty walking negotiate all your corridors and areas? Is it easy to get into the rest rooms, if not, you are going to have to provide some special facilities. Now do you have some special equipment available, or do you plan to have special equipment available? For example, when we first started talking about the fellow who couldn't take notes, are you going to provide him with a tape recorder as a possible solution, or are you going to have some other innovation that would facilitate him getting the knowledge necessary to take his examinations.

Have you thought about possible on campus living accommodations for handicapped students, or contracting with a near-by facility nursing home, or some such. I'm familiar with the Clackamas location at Clackamas Community College. There are several facilities in the area there where, I am sure, that students could come and live in, but they would have to have financial assistance to do this. They would have to be helped, but this should be considered, I believe, as part of your program for rehabilitation.

Now once the education is completed and you figure your rehabilitation is pretty well along the way, have you thought about providing half way houses or live-in type accommodations for young people without close family ties. These arrangements will have to be made. It is important to make an orderly transition and in order to make sure all this goes smoothly, the counselor is going to have to follow the student through employment, not for just one month, but probably like one year to make sure that the job is done satisfactorily and the goal has been achieved.

"The Disadvantaged and Vocational Village"

Mr. Jack Miller

Over 1000 students drop out of Portland high schools each year. Vocational Village was started to give some of these students a second chance. The program unitizes and individualizes the instruction. A "doing" process was involved in the learning, a caring or showing of a concern for students prevails.

Mr. Miller brought along four students from the Portland area. All four students have or are receiving financial assistance from some agency to help them with their education and support.

Mr. Larry Grant is a student from Mt. Hood Community College in Radio Broadcasting and received assistance through WIN.

Miss Sheri Barr is a student at the Residencial Manpower Center. She plans to continue her education at the University of Oregon under the New Careers program.

Miss Mary Rouse is a student at Mt. Hood Community College and is majoring in Recreation. She has received assistance from S.E.P. and W.I.N. Upon completing her program she will receive employment as a park supervisor.

Mr. Hector Hinojosa is a student at RMC Springdale Farm facility. He has not made a career choice but states he is sure that the assistance given him will pay real dividends.

"Proposal Writing"

Mr. Richard Eyemann - June 16, 1970

"There are mechanical aspects, such as, where, when and how in getting the funds."

1. Community Colleges should designate one person to be in charge of funding and proposal management.
2. It is the instructors and not the administrators that have the best ideas for proposals. The rebels on the staff are usually the most innovative.
3. Call a general faculty meeting, and invite proposals.
4. Where is the money?
   a. Vocational Education

b. Office of Education
c. Office of Economic Opportunity
d. Private foundations
e. Other

5. When?
   a. Watch notices, many times there is a very short period of time until deadline. Chances of success in receiving funds are greater.
   b. At first of year and the end of year. Oregon usually gets 1% of the federal total appropriation.
6. How to get it.
   a. You have to keep running at the sources of money.
   b. Key effected staff members need to be kept informed and get input
7. Don't get hung up on regulations. Feedback their own language.
8. Get out-side advice if necessary to prepare your proposals.

COUNSELING AND THE 3 U's *

Manuel Jimenez - AMIDS

The role of the Manpower Development and Training counselor is to attempt to solve those problems of the trainees that interfere with satisfactory progress in the training program. The counselor works very closely with the instructor and other staff members in a cooperative effort toward a common goal - employment of the trainee. The counselor should assist the trainee with those problems that affect the learning situation in preparing for employment but are not directly a part of the instructional process. The counselor must have comprehensive knowledge of community agencies and the services that are available to enable trainees to make maximum use of the opportunities available. In most instances the attitude of the counselor and the staff is transmitted to the trainee; this can be negative as well as positive.

Rather than use the term "disadvantaged", which was found to be very offensive to many trainees, "AMIDS" stressed three problem areas that better describe a condition and offer a channel for solution. A more concise and descriptive way of identifying trainees could be found in the terms Under-educated, Under-employed and Un-employed - in otherwords, the "three U's". There are many areas of concern and we have listed only the most prevelant. Steps should be taken early to identify them.

The Educationally Deficient: These are the school drop-outs, kick-outs and push-outs; the non-English speaking; those that have never attended school; the long-term drop-out who has been out of school for many years; those who have gone through school but are non-functional in communication.

The Physically, Mentally or Emotionally Handicapped: These are the persons needing medical attention, dental care, glasses, hearing aids, prosthetic devices, or who are suffering from malnutrition and other physical ailments. Also included are the anti-social, extremely shy, the highly emotional, those with low self esteem, the chronic failure, those having extremely low intelligence, and the mentally retarded.

The Long-Term Unemployed: These include the person who has not developed a good work attitude, feels hopeless, lives from day to day, is dependent on charity as a way of life.

The Older Worker: In this category are persons displaced by automation, those who need new skills, who may have poor health, who are limited in choice of job, and whom companies will not hire.

The Member of Minority Group: This trainee comes from a high unemployment area with substandard housing. He typically has had a poor education and suffers from the feeling that society has rejected him. His employment opportunities are limited.

*Audio tape available.

The Disadvantaged Youth: This young person comes from an inadequated home environment; he has a poor attitude toward work and toward society, a lack of motivation or goals, and low aspirations. He often is ignorant of his own potential.

The Prison Releasee: The former prisoner needs help in readjusting to society. His job opportunities are severely limited, and he may need bonding to secure a job.

OTHER VARIANCES

There is also found among the trainees a wide variation of I.Q. which necessitates individual teaching at the trainee's own rate.

There may also be suspicion of the motives behind the offer of help and intrusion into their private lives. Along with this there is resentment of the authority of instructors, employers, police, parents and others. This attitude can limit the chances of employment and job retention.

Each training facility should strive for these goals:

Trainee awareness that someone is concerned.
Provision of immediate success.
Guidance with assistance when needed.
Avoidance of a rigid school atmosphere.
Involvement with other agencies.

MANPOWER PROGRAMS

PROGRAM	ADMINISTRATING AGENCY	AREAS	STIPEND	TRAINEE
MDTA	Labor - HEW	Voc - Basic - Pre-voc - OJT	Yes	Unemployed, underemployed, low skilled, disadvantaged.
CEP	Labor	Voc - Basic - Pre-voc - OJT	Yes	HARD-CORE unemployed and disadvantaged in target areas.
WIN	Labor	Voc - Basic - Pre-voc	Yes	Parents receiving AFDC
O.I.C.	O.E.O. - Labor	Basic - Voc - Pre-voc	No	Anyone who can benefit from training
SER	O.E.O. - Labor	Voc - Basic - Pre-voc - OJT	Some	Spanish surname persons of low income in five States.
N.Y.C.	Labor	Work exp. - Voc Basic - OJT	Yes	In-school youth or drop-outs 16 to 21 years of age from Poverty Family
VRA	H.E.W.	Voc - Basic - Pre-voc - OJT	Some	Handicapped
New Careers	Labor - BWTP	Voc - OJT	Yes	Adults below poverty level
Job Corps	Labor	Voc - Basic - Pre-voc - OJT Work exp.	Yes	Disadvantaged Youth - 16 to 21 years of age
ABE	H.E.W.	Basic - Pre-Voc	No	Over eighteen years of age without high school diploma
Indian Training	O.E.O.	Voc - Basic - Pre-voc - OJT	Some	Indians over 16 years of age on Federal Reservations, unemployed, disadvantaged
JOBS	Labor - NAB	Basic - Pre-voc - OJT	Yes	Hard-core unemployed
VEA	H.E.W.	Basic - Voc - Pre-voc	No	Anyone who can benefit from Vocational Education
Apprenticeship and Training	Labor	Voc	Yes	General
Work-Study Program	H.E.W.	Work Exp.	Wages	In-school youth

OPEN-ENDED CONCEPT OF PROGRAM DEVELOPMENT *

Manuel Jimenes - AMIDS

I. Open-entry/open-exit design of trainee programs

A. DEFINITION

An approach to programming which provides the flexibility needed for the development of timely, individualized programs designed around the needs of the trainee, with provisions for completion of training either at some level of specialized readiness (consistent with the trainees capabilities, aptitudes and circumstances) determinedthrough assessment, or the attainment of a level reflecting his occupational objective.

B. REQUIREMENTS OF A OPEN-ENDED TRAINING PROGRAM

1. The program must be supported by a training plan, curriculum and methodology which adapts itself to the trainee, not the trainee to the program.

2. Through cluster design must provide a progression of functional, integrated [illegible] controlled learning experiences designed to achieve specific learning objectives, which are organized into a unified program sensitive and responsive to the individual trainee while fulfilling specific job training criteria.

3. Provision must be made for trainee assessment throughout training at each level of experience in order that open-exit characteristic will be related to his capabilities, aptitudes and circumstances.

C. IMPLICATIONS FOR THE TRAINEE

- - - Opportunity for referral into a training program in accord with the trainee's needs.

- - - The development of an individualized program for each trainee with built-in assessment and provisions for modification.

- - - Continual assessment of trainee progress. Assessment should be in terms of his progress in training as in relation to his achievement, aptitudes, and capability.

- - - An understanding by the trainee of training objectives and his responsibility for their attainment.

D. IMPLICATIONS FOR THE INSTRUCTOR

- - - Understanding that open-ended programs are designed to facilitate the needs of the trainee and not for instructal ease.

*Audio tape recording available.

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- - - The necessity for adaptability and flexibility. The instructor must become a manager of learning and adapt his methods to the needs of the trainee.

- - - Must know and use methods in his occupational area that will promote individualized instruction.

- - - Knowledge and acceptibility of correlated team teaching.

- - - Utilization of a broad base of instructional media (not just the printed word) the compliment individualized instruction.

- - - Assessment and evaluation of trainee progress consistent with his capabilities, aptitudes and circumstances, fully understanding the need for exit when a plateau of achievement has been reached.

E. IMPLICATIONS FOR THE ADMINISTRATOR

- - - Understand that the open-ended plan is designed to facilitate meeting the needs of the trainee and is not an administrative expediency.

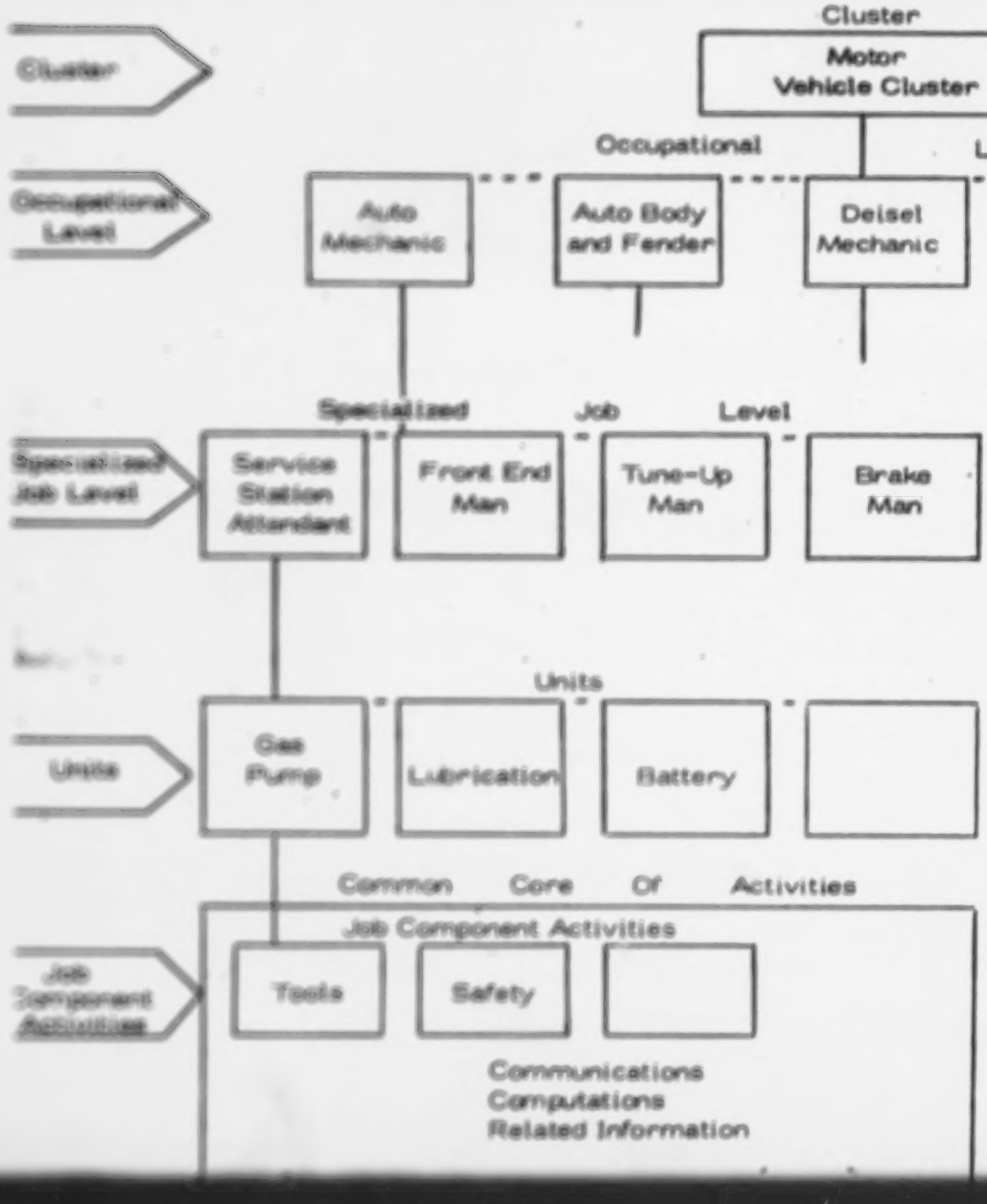
- - - Responsibility for acquainting and sensitizing his staff to the open-ended concept and seeing that each staff member understands and fulfills his responsibilities.

- - - Must see that new and relevant staff development programs are scheduled i.e., in service training.

- - - Must organize the total operation under the open-ended and the cluster concept and incooperate the open-entry/open-exit for the individual trainee.

- - - Must build an ongoing evaluation of the total program.

CONCEPTUAL MODEL FOR DEVELOPMENT OF AN OCCUPATIONAL CLUSTER



Notes:

-Each occupation in the cluster would consist of common core activities, Unique job components, Units and specialized job levels.

-Certain units and specialized job levels might be included in more than one occupation.

-Assesment to determine capability plateau of trainee is essential at each step.

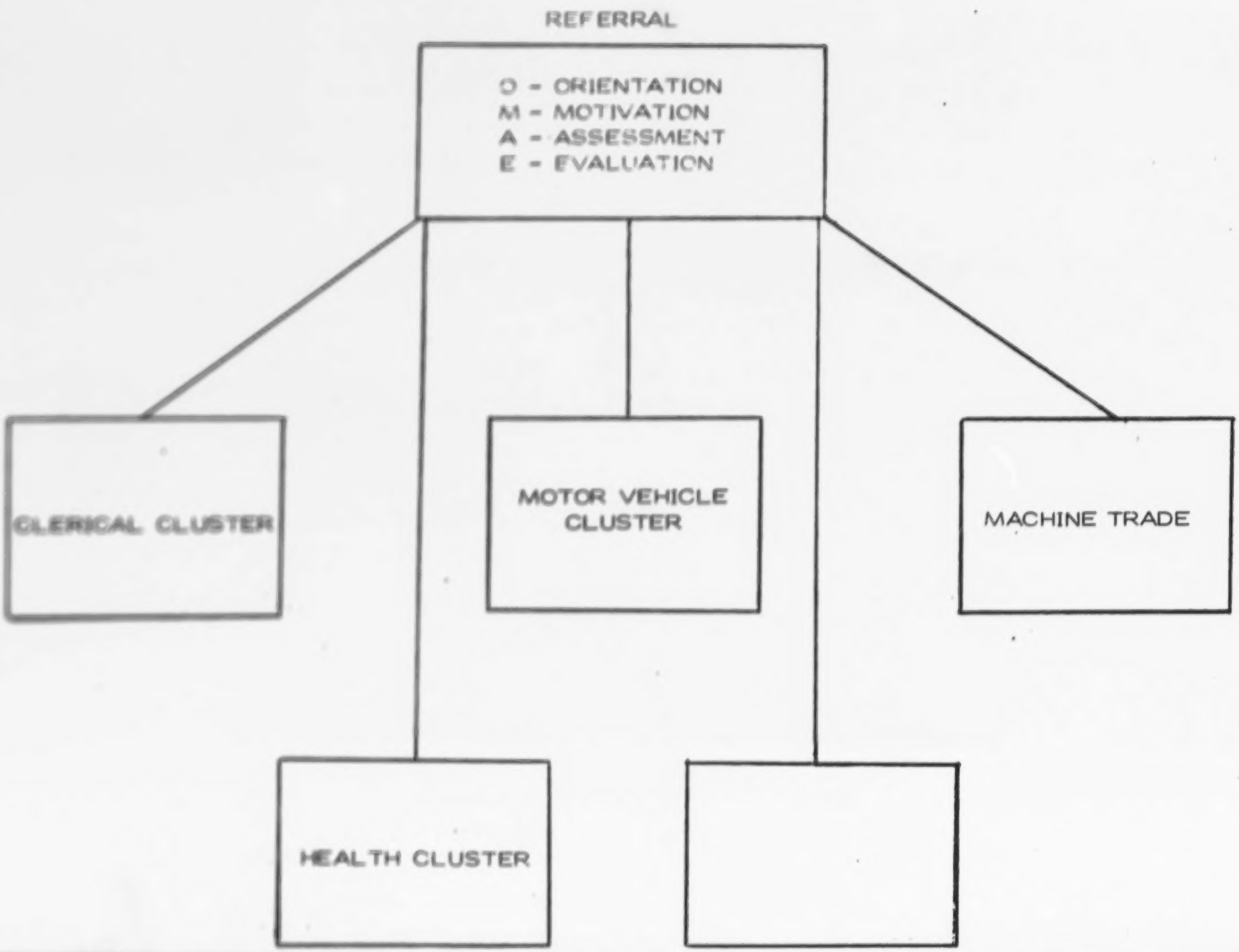
-Attainment of capability level is desired.

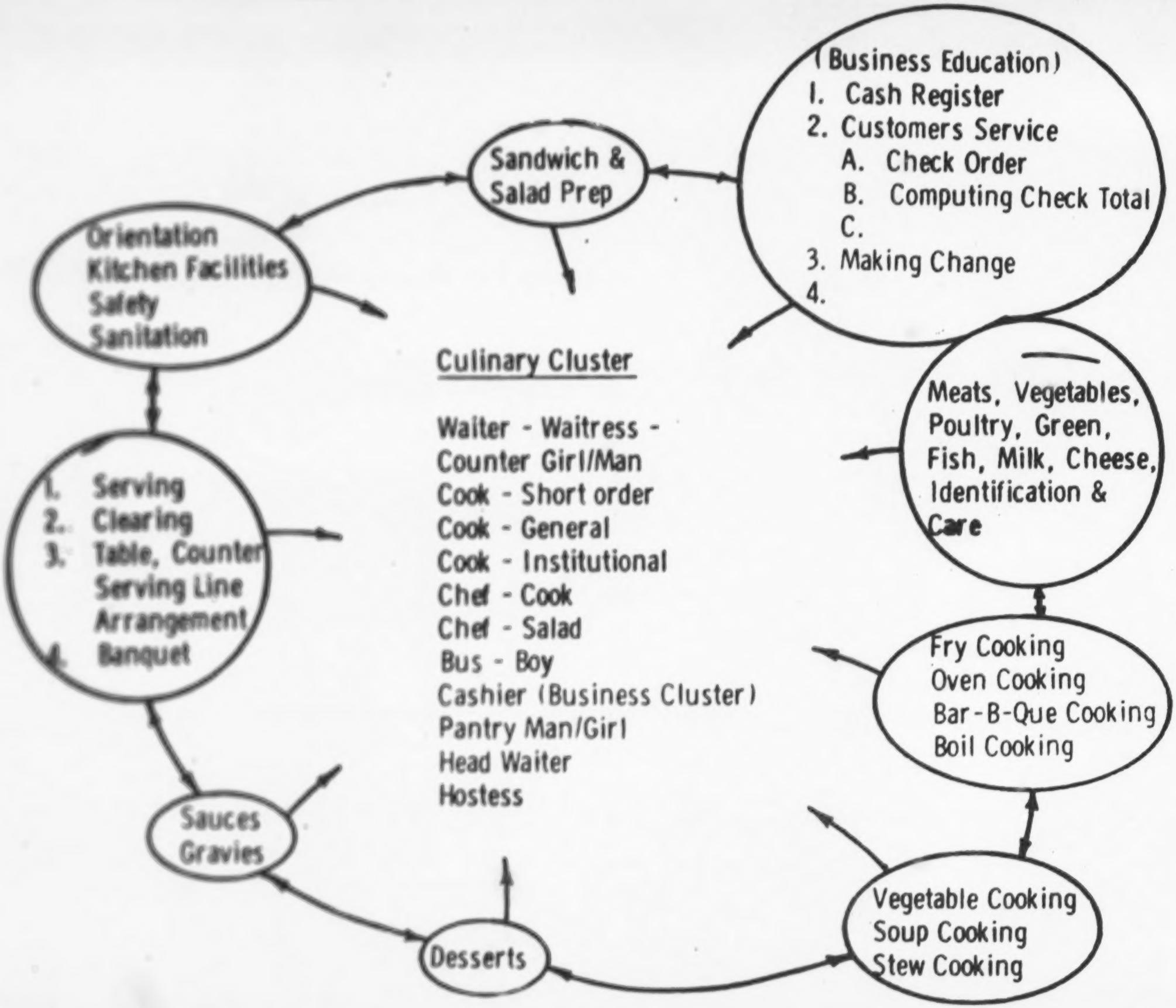
-Upon assessment trainees reaching a specialized job level in one occupation deciding to change occupational level goal may do so by picking up required units and then proceeding.

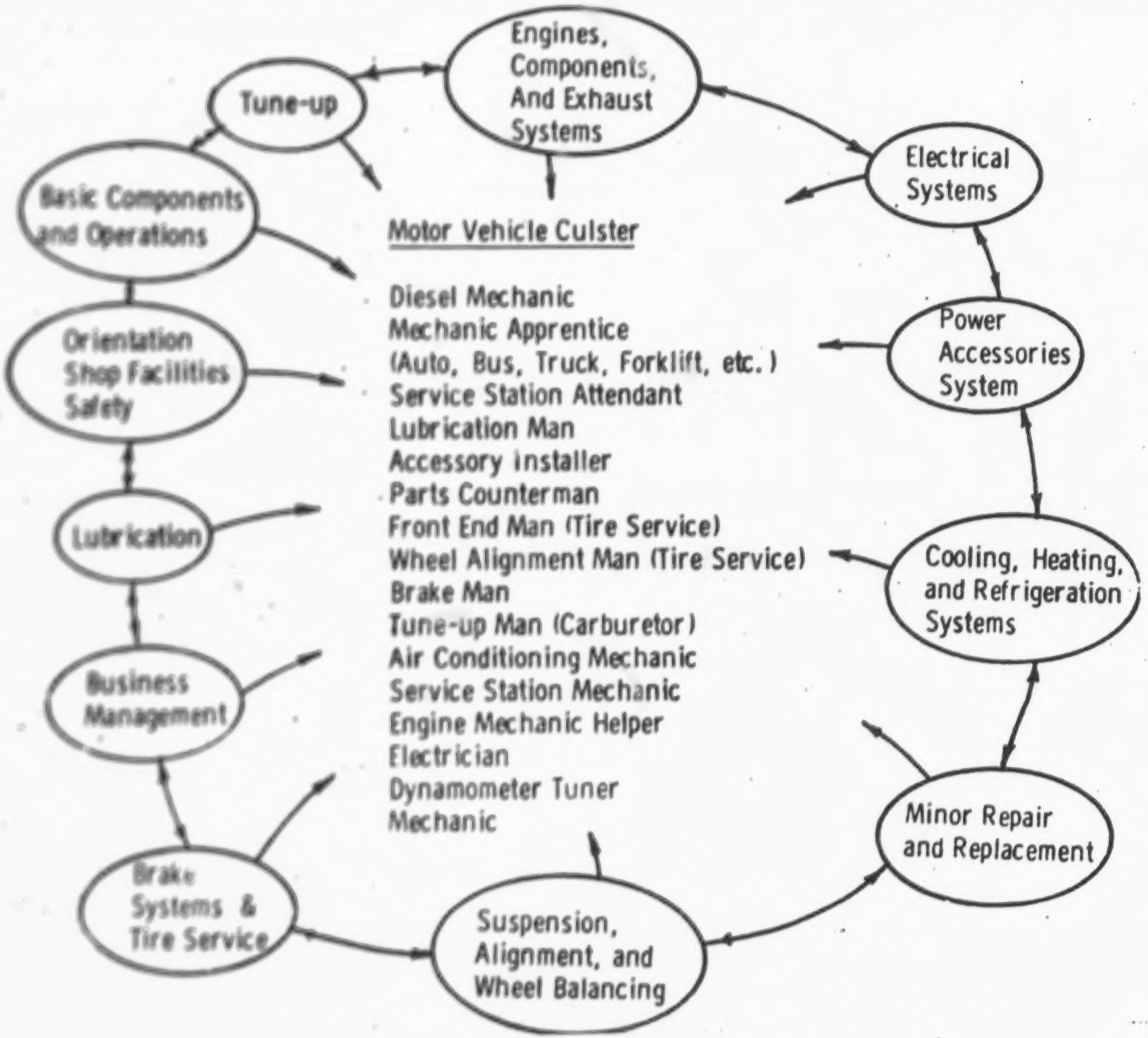
-Basic education may be offered concurrently

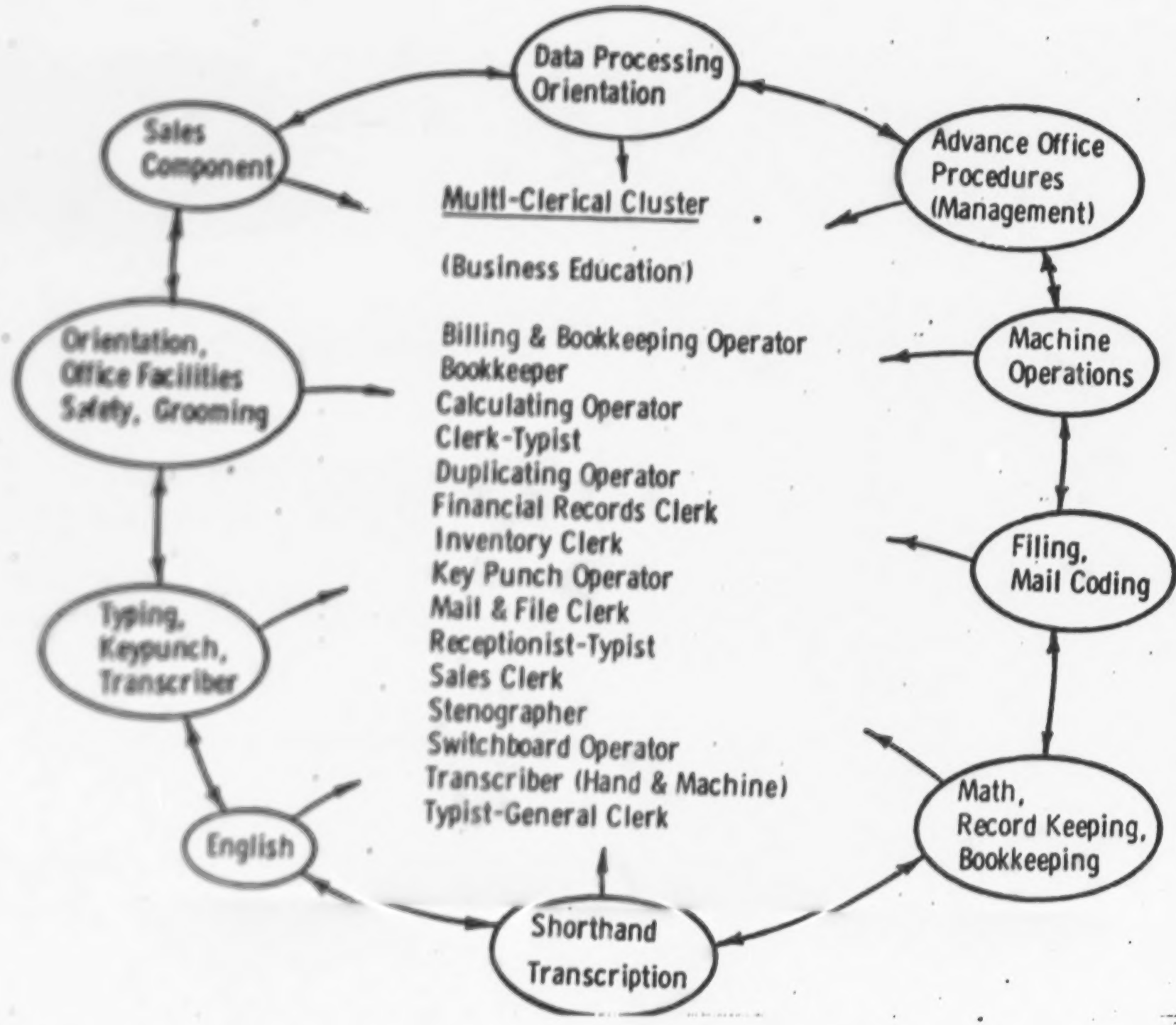
-This provides built in upgrading opportunities

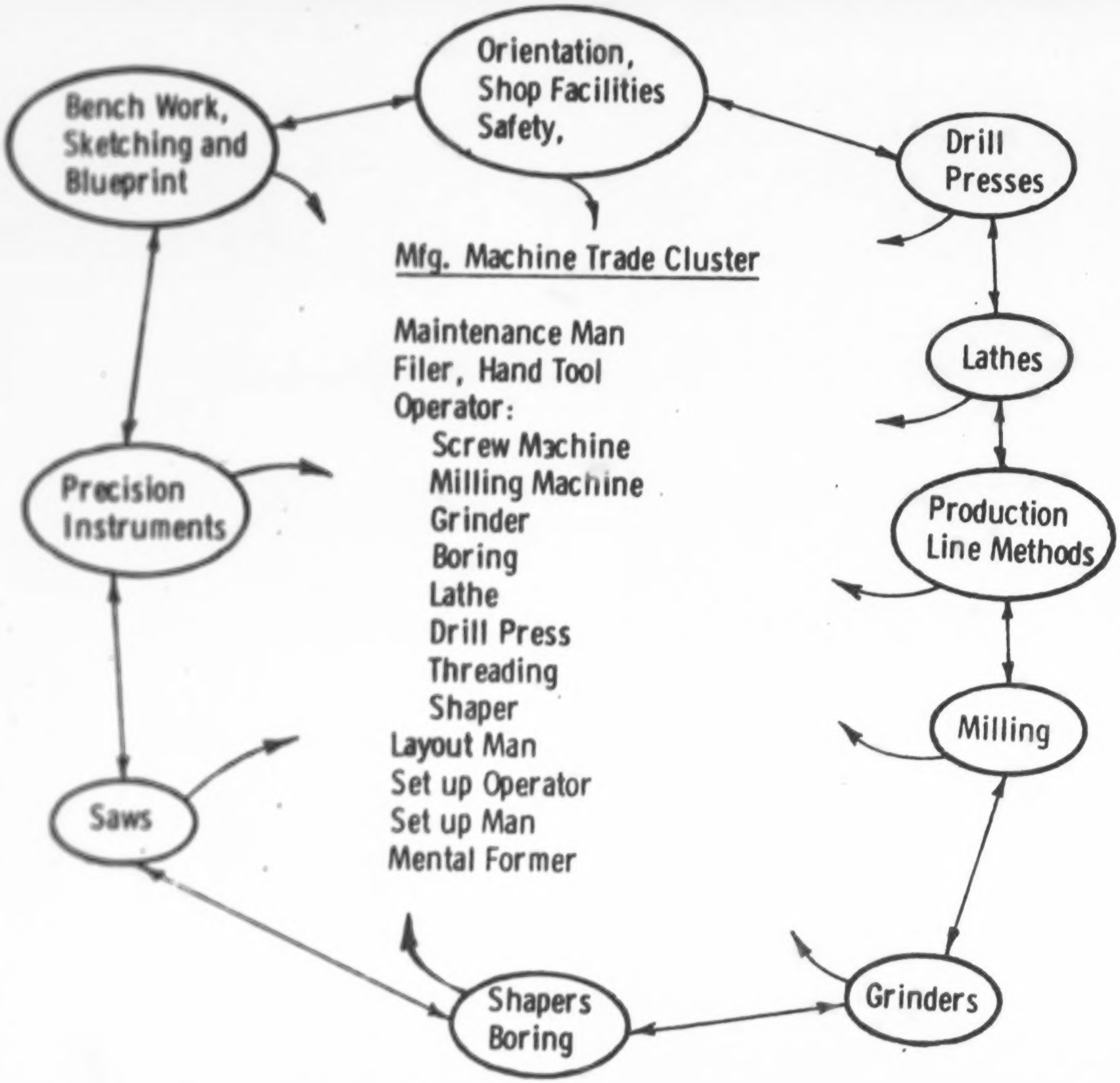
CONCEPTUAL MODEL OF A PROGRAM DEVELOPED UNDER THE CLUSTER CONCEPT




(Business Education)
1. Cash Register
2. Customers Service
A. Check Order
B. Computing Check Total
C.
3. Making Change
4.
Sandwich & Salad Prep
Orientation
Kitchen Facilities
Safety
Sanitation
Culinary Cluster
Waiter - Waitress - Counter Girl/Man
Cook - Short order
Cook - General
Cook - Institutional
Chef - Cook
Chef - Salad
Bus - Boy
Cashier (Business Cluster)
Pantry Man/Girl
Head Waiter
Hostess
Meats, Vegetables, Poultry, Green, Fish, Milk, Cheese, Identification & Care
1. Serving
2. Clearing
3. Table, Counter Serving Line Arrangement
4. Banquet
Fry Cooking
Oven Cooking
Bar-B-Que Cooking
Boil Cooking
Sauces Gravies
Desserts
Vegetable Cooking
Soup Cooking
Stew Cooking


Engines, Components, And Exhaust Systems
Tune-up
Basic Components and Operations
Orientation Shop Facilities Safety
Lubrication
Business Management
Brake Systems & Tire Service
Suspension, Alignment, and Wheel Balancing
Minor Repair and Replacement
Cooling, Heating, and Refrigeration Systems
Power Accessories System
Electrical Systems
Motor Vehicle Culster
Diesel Mechanic
Mechanic Apprentice
(Auto, Bus, Truck, Forklift, etc.)
Service Station Attendant
Lubrication Man
Accessory Installer
Parts Counterman
Front End Man (Tire Service)
Wheel Alignment Man (Tire Service)
Brake Man
Tune-up Man (Carburetor)
Air Conditioning Mechanic
Service Station Mechanic
Engine Mechanic Helper
Electrician
Dynamometer Tuner
Mechanic


Data Processing Orientation
Sales Component
Advance Office Procedures (Management)
Multi-Clerical Cluster
(Business Education)
Billing & Bookkeeping Operator
Bookkeeper
Calculating Operator
Clerk-Typist
Duplicating Operator
Financial Records Clerk
Inventory Clerk
Key Punch Operator
Mail & File Clerk
Receptionist-Typist
Sales Clerk
Stenographer
Switchboard Operator
Transcriber (Hand & Machine)
Typist-General Clerk
Orientation, Office Facilities Safety, Grooming
Machine Operations
Filing, Mail Coding
Typing, Keypunch, Transcriber
Math, Record Keeping, Bookkeeping
English
Shorthand Transcription


Orientation,
Shop Facilities
Safety,
Bench Work,
Sketching and
Blueprint
Drill
Presses
Mfg. Machine Trade Cluster
Maintenance Man
Filer, Hand Tool
Operator:
Screw Machine
Milling Machine
Grinder
Boring
Lathe
Drill Press
Threading
Shaper
Layout Man
Set up Operator
Set up Man
Mental Former
Lathes
Precision
Instruments
Production
Line Methods
Milling
Saws
Shapers
Boring
Grinders

"The Office of Economic Opportunity
and the Community College"

Mrs. Alta Crawford - June 16, 1970

The Community Action program has a "Do with" philosophy. The doctor cannot analyze the need or case without the patient.

The Community College and the Community Action program have several things in common:

1. Both were established to meet a need in the community.
2. Working with volunteers.
3. Career development.
4. Follow up and support of individuals.
5. Pre-Vocational training.
6. Basic Education. Lack of Education and failure go hand in hand.
7. Serious outreach. "Take it to them" attitude. Transportation is a luxury.
8. Outreach to industry. Industry needs help in working with the Disadvantaged.
9. Involvement of the poor in planning programs.
10. Need top management with you.
11. Financial Aid to the learner.

"Indian Education"

Mr. Charles Holmes - June 16, 1970

Myth and legend of the U.S. American Indian education history is varied and most interesting.

There are 35 million Indians and partIndians in the U.S. at the present time, compared to 40 million Negroes. Of the 35 million Indians only 662, 000 have a legal relationship to the U.S. Government. In order for an Indian to benefit from the 240 million dollars made available by the U.S. Department of Interior, the Indian must be at least 1/4 Indian by blood and live on or near a reservation and be a member of a tribe that has a legal relationship to the U.S. Government.

Indian schools believe in and teach the seven R's of education:

1. Reading
2. Riting
3. Rithmetic
4. Responsibility
5. Readiness
6. Rewording
7. Recognition

"Diagnosis of Individual Needs"

Mr. Frank Novella - June 18, 1970

I. Individualize instruction

A. Assessment first!!

1. pre-test
2. specific objectives

B. Things you must know

1. can he read
2. his goals
3. his past experiences
4. his level of vocational skill
5. his physical condition
6. his attitude
7. his avocational interests.
8. his mental health
9. his interests
10. his educational background
11. his aptitude in vocational careers
12. his employability
13. his family relations
14. his social adjustments
15. his motivation
16. his commitments

II. How do we check for the above?

A. Personal interview
B. Performance test
C. Observation
D. Records
E. Written test (Standardized tests)
F. Agency contacts
G. Personnal contacts

III. There are not very many "written things" to check each of the above.

"Use of Trainees in Program Involvement"

Mr. Gabriel Robles - June 18, 1970

How to involve students in an educational manner:

1. Teach the commitment process
2. Teach choices and selection process
3. Teach by doing
4. Allow students to make mistakes
   a. steps of development
   b. discussion of the mistakes
   c. teach foresight
5. Rely on your own experiences
6. Build confidence, not failure
7. Role playing

We teach <u>about</u> accountability but don't teach it, however,we hold the student accountable at the end of the course.

Today in many areas a Culture of Poverty exists. A Patron-Peon syndrome best describes the situation. The poor have a low self esteem. Education must work to move these individuals to a self contained ego or an area of individual thought.

"The High Risk Student" *

Dr. William Moore, Jr. - June 19, 1970

The Disadvantaged, you can't count them out-you can't turn them off. Educators don't always tell the truth. We are always talking about somebody else. We don't really believe in the dignity of all. We "talk that talk". After spending 5 million dollars over the past several years we haven't done much.

We "talk that talk" but we won't "walk that walk". The school budgets tell the truth.

Schools need to plan specific programs and facilities for the disadvantaged. We plan programs as if the poor were in minority however, the poor and disadvantaged are in the majority.

We have to take a good look at what we mean when we use the word "qualify" when enrolling students or hiring staff.

*Audio tape recording available.

COMMITMENTS TO ACTION

Before leaving the workshop, the participants were asked to make a brief statement as to what they plan to do or implement within the next few weeks concerning the disadvantaged-handicapped student at their place of work.

Juanita Brown

As a result of this workshop the following suggestions are offered:

1. **To continue working toward implementation of our proposed Sattelite.**
2. **To suggest more effective methods of recruiting students.**
3. **Students needing less than 5 credits for graduation on entrance to the program and having definite future goals be excluded from GATB.**
4. **Suggest advisors or admissions clerks give more help to students in his/her decision of selecting a vocational area.**
5. **Student office aides for credit.**
6. **Consult with students on test results, showing areas of vocational strength possibilities.**
7. **Report to Director students not meeting any OAP (Occupational Apptitude Patterns) and refer to DVR.**
8. **Suggest to Director to request Advisors encouraging students direct their future scholastic and vocational goals toward Community College.**
9. **Encourage family interest and involvement in Vocational Village.**
10. **Request In-Service Training for teachers through AMIDS (Area Manpower Institute for Development of Staff) as soon as possible.**

Ed Draper

I plan through the Home Ec. Dept. a course involving recipients of Abundant Foods embracing preparation, budgeting and nutrition. Could possibly involve school cafeteria personnel.

Also a program preparing couples for foster parenthood.

A major program in cooperation with Williamette Valley Rehabilitation Center and Open Door in Basic Ed-Home Ec. and recreation as well as vocational and avocational.

Humberto Fuentes

1. I will work closely with industry to find out specific skills needed for certain jobs.

2. Student involvement in curriculum planning.

3. Develop a check list of skills needed for specific jobs in Spanish and English, for the benefit of ABE students.

4. Develop and outline with measureable objectives for discussion in small group counseling sessions.

Ethyl Hansen

1. To explore further the concept of linking vocational education with basic education particularly as it applies to our pilot program in voice transcription.

2. To explore further the cooperative learning program with its tutoring by students as it has been developed at San Jose City College.

Bill Horning

I will plan a survey to establish a need for adaptive and rehabilitative physical education activities for the handicapped.

If need or interest, will implement the program during the school year 1970-71.

Will also develop a proposal to fund program for the handicapped.

Betty James

I believe Lane Community College has a program geared to the same philosophies and processes developed through this workshop. I will continue to work along these lines.

I will work to develop a closer link between Adult Basic Ed staffs and our programs for the disadvantaged.

I will seek to develop materials for individualized study.

I will work for some financial commitment from my institution to expand and upgrade our current programs.

Nancy Jolstead

I have become aware of how little I know about what COCC is doing in this area-I need to know much more about their on campus offerings as well as classes in communities other than Warm Springs where I teach.

I plan to make an appointment with Dr. Boyle of COCC so that we can talk about current offerings and so that he can know of my interest. I suspect that there is a great deal more that COCC could be doing to help the disadvantaged in Central Oregon.

We hope to encourage a workshop for training of basic ed teachers in the Central Oregon area.

Eugene Kelly

I plan to continue the effort at Cascade in working with disadvantaged-specifically:

A. Seek funding for aides in the vocational areas.
B. Expand resources for occupational and basic ed.
C. Strengthen guidance-individual and group.
D. Continue in-service for staff stressing needs of students.
E. Create a better link with the home, especially with youth needing help.
F. Provide individual help and personalized instruction where necessary.
G. Develop instruction using various media to strengthen areas and allow students to move at their own rate.

Raymond H. Kelley

As an instructor I will make an honest effort to identify these students and provide them with encouragement and assistance suited to their individual needs.

As one involved in planning I will work for more effective programs in recruiting, training, and placing these students.

Virginia Koos

This workshop has given me many new (to me) ideas concerning ways to work with the handicapped-disadvantaged. I hope to apply these directly as a teacher of these people myself. The workshop has also given me the information that I needed to rewrite or revise a proposal that I have already written. Also, I have the rough draft of another proposal, and abstracts of two more, written this week, all of which I hope will be considered for implementation.

Al Leach

At Chemeketa Community College, it is my sincere desire to implement a tutorial program for the disadvantaged students. This program would be staffed primarily by Senior Citizens of the area. Our Senior Citizens Advisory Council will be used to provide guidance in obtaining tutors. Hopefully, this program will be funded, if not, then it will need to be a volunteer program.

A second program involves development of a more comprehensive program in reading skills development. Our study skills center has not been used effectively. Funds are budgeted for staff and equipment, the problem then involves identifying those in need of this training and developing a program that meets those needs.

A third program will involve developing Vocational goals for disadvantaged students. Hopefully, we can develop an orientation program for A.B.E. and G.E.D. and other agency sponsored people to open windows about the world of work. Stress will be placed upon providing experiences in a number of Vocational areas, field trips, and conferences with leaders of business and industry.

John Lipney

Integrate-more closely-previously separate. MDT contract 1) Welding, 2) Machine Shop, 3) and Auto-Truck servicing classes into the regular programs.

Maxine Miller

I am planning to discuss the workshop with my supervisor, Mr. Ski, in regard to the ways it has inspired my thinking which might result in some different or additional planning for next year's basic education classes.

I shall propose that we plan some informal get-togethers with the teacher aides and representative students to cuss and discuss last year's program. The students should include, if possible, at least one from each of the disadvantaged-handicapped groups: under-educated, uneducated, physically handicapped, mentally or emotionally handicapped and socially or economically handicapped, recognizing, of course, that many students would fit into several of these categories.

As a result of these meetings, my supervisor, my aides and I should be able to plan a program that will most effectively satisfy the needs of the disadvantaged in our basic education class.

Reba Powell

Central Oregon has had no inservice training for teachers of Basic Education. I will suggest that COCC sponsor a workshop along these lines:

1. Objectives of Basic Ed.
2. Diagnosis of individual needs
3. Motivation
4. Curriculum and effective teaching methods
5. AV and instructional materials

Perhaps one side result of such a workshop would be better communication with COCC. I need to know what is being done for the handicapped and disadvantaged in our area.

Jim Puckett

Mt. Hood Community College will be implementing an adaptive physical education program summer term 1970. The purpose is to fulfill the requests of handicapped students to become involved in regular physical education activities according to their abilities and limitations. The primary emphasis is toward the leisure time-carry over activities.

Gerald Rasmussen

Our college needs to develop, along with an advisory committee, a multi-clerical assessment program for economically disadvantaged.

Also we need to develop an in-service type of training for our staff in order to better understand, and more effectively train, the underemployed, undereducated and underachievers.

Veneita Stender

1. Instigate an in-service training program for the personnel (faculty, staff and administration) at Southwestern Oregon Community College. (Sept. 70)

2. Develop training programs for work in child care occupations.

3. Continue current projects
   1. Consumer Ed. classes for students with special needs.
   2. Personal Development course for WIN trainees.
   3. Televised consumer education project for low-income families (if funded).

4. Devise more effective teaching methods and materials utilizing information gained during this workshop.

5. Work and cooperate more closely with community agencies which serve the disadvantaged and handicapped.

Florence B. Sharp

1. I will present the outlined proposal for in-service training for community college personnel to communicate with disadvantaged-handicapped studentsto the administration. In addition, I will recommend that this training be implemented in the fall, 1970 faculty and staff orientation.

2. I will develop a plan to articulate the services of our new Study Skills Center with the existing department programs.

Duayne M. Soderstrom

I would wish to become involved in the implementation of a cooperative tutorial program. It would seem reasonable to utilize capable students as the major tutors with the maximum organizational responsibility being assigned to a professional staff member.

A close cooperative relationship with the college's basic skill center would, it appears, be of assistance to the tutors and to those they are assisting.

Although initially directed towards the academically disadvantaged, the program's tutors would be available to all students.

Eleanor D. Stubbs

I shall endeavor to do the following:

1. Promote an in-service program for the personnel of Clackamas Community College concerning working with disadvantaged-handicapped student.

2. Work with Head-Start mothers according to desire expressed by them through a check list. Hopefully this will lead to additional sessions in some area of homemaking and child development.

3. Write project proposals so that I can be of assistance to the ADC mothers of our OEO Child Care Center. They have expressed desire for training/knowledge in many Home Economics related areas which they feel will help raise their level of living. I hope this will lead to setting up classes which could be on-going.

4. Shall try to incorporate techniques learned and understandings (attitudes) into teaching, decisions, and proposals.

Lois Tollefson

I intend to continue to upgrade and improve our program for the deaf with the Division of Vocational Rehabilitation. I realize more than ever a deep need to inform the public about the deaf by the deaf themselves rather than leaving it done by hearing people who work with the deaf. We have what we call a "deaf team" which is composed of hearing impaired people with different backgrounds who "tell it as it is". This team voluntarily appears before any interested group or club as part of their program. We plan to publicize the fact that this team is available.

I was very concerned that this workshop didn't include information on the deaf and their educational needs on the agenda. While their handicap is not visible it is still there and they are often educationally deprived because of this. Many would like to attend a community college in their home vicinity to enable them to secure employment or upgrade their present employment, but cannot do so because supportive services such as interpreting and tutoring are not available to them there. It is true that there is a program for the deaf in Seattle Community College, but a deaf man with a family, who wishes to upgrade his level of employment or a deaf housewife wishing to secure employ-

ment would find it difficult to go from their home in Eugene to Seattle Community College to secure training. Whereas if supportive services were offered at this local community college they could attend night school along with their hearing neighbors and fellow employees. I intend to find out if there are funds at the community colleges which could be used for this purpose.

Fred M. Tolleson

I am not an educator in that I am not employed by an education institution. However I work with many schools and education oriented people. I feel that my commitment will be one of better understanding and working relationships. By understanding the problems of education through these seminars, I feel I will be able to better coordinate my efforts to assist the handicapped with education.

Eugene T. Vinarskai

I plan to assist Mr. Alfred Pietila, Ass't Superintendent of Tigard High School, District No. 23, in writing a proposal for Disadvantaged-Handicapped Individuals on the secondary level.

Don Amsberry

I will be initiating two things along with the help of others at Blue Mountain Community College for the disadvantaged and handicapped:

1. a six week program for fifteen WIN people.

2. we are currently writing a proposal centered around vocational education for the disadvantaged.

Pat Harris

I will be initiating two things along with the help of others at Blue Mountain Community College for the disadvantaged and handicapped:

1. a six week program for fifteen WIN people.

2. we are currently writing a proposal centered around vocational education for the disadvantaged.

PROPOSAL I

Pilot Project for Development of Adaptive and Rehabilitive Physical Education Activity

INTRODUCTION

Mt. Hood Community College is one of thirteen community colleges in Oregon, all of which can be classified as emerging institutions. The campus is located at the eastern periphery of the Portland metropolitan area, serving presently an approximate full-time equivalency of three thousand students. The Fall of 1970 will begin the fifth year of operation. Physical education activities are well formulated with a staff of nine full-time persons having all fully demonstrated their competency in teaching.

An increasing number of seriously handicapped students with resultant physical, emotional, recreational and creative needs are enrolling at the college. Those presently enrolled, which include returning veterans, have requested assistance and instruction in physical education activities which they can learn and pursue as a carry-over leisure time activity in later life.

In the period of program establishment, the training will involve twenty or more handicapped students representing a cross section of vocational students at Mt. Hood Community College. However, the project has implications for numbers of students far in excess of those initially enrolled in the project. As screening procedures are developed

more students will be identified and involved in the program.

The instructors' training and curriculum development will provide materials and methods that can be incorporated into regular adult education course offerings over the entire area served by the college.

The funded project will be the indespensible element for developing these individual courses in recreation activities for the handicapped.

The Problem: Physical education for the severely handicapped suggests a student/teacher ratio of 1:1 to perhaps a maximum of 4:1. To maintain a financial equilibrium, Mt. Hood Community College must average an over-all ratio ranging from 24 to 28 students per faculty member.

Because of the low number ratio involved, most agencies can take the seriously handicapped only up to a certain point. Those needing physical training at Mt. Hood Community College do have some degree of proficiency but do need to ameliorate their present physical condition in their efforts to achieve their maximum as citizens or possibly as employable persons.

Objectives: Objectives expressed in a more detailed proposal would be:

1. To identify the specific physical education needs of enrolled students having serious physical handicaps.

2. To devise and to provide a physical activity program to those who cannot now become involved in our present Physical Education program.

    a. Within parameters prescribed by competent physicians or specialized doctors.

b. Of such design as to enable the handicapped student to proceed towards proficiency in an activity which he can enjoy on his own as a recreational outlet as well as a rehabilitative influence.

c. Which has carry-over potential to other physical, mental and social pursuits.

3. To develop techniques and procedures which can be adopted by Mt. Hood Community College and similar institutions, reducing the cost of institutional commitments to programs for the handicapped.

Procedure: Operation of the project will entail the preparation of course materials and outlines which are open-ended, aimed at achievement of the objectives and personalized according to medical advice. Courses utilizing the outlines will be used in the actual presentation of programs available to the handicapped. It is anticipated that 20 such persons can be accommodated at the outset.

Medically approved testing procedures will be used to aid in determining present status of neuro-muscular deficiencies, such as strength of legs, lower-back, etc.

Handicapped persons will be enrolled similarly to non-handicapped persons who register for regular Physical Education courses. Investigations will be made regarding credit for such courses. Research-type techniques will be applied as courses proceed, to provide generality to the findings and to evaluate the techniques learned. Follow-up studies are contemplated. These will be the subject of a report which will be available for circulation.

Cost: A tentative budget analysis for one academic year indicates grant funds needed for a Project Director 1/4 time; two instructor staff persons full-time; clerical help (1 1/2 months); testing and teaching equipment; evaluation costs; printing of materials and direct costs. The college will provide facilities, part of the secretarial time, use of equipment and space. Costs are estimated, as shown, to cover one whole academic year. (Approximate figures)

Salaries	$18, 670
Fixed Costs	1, 867
Equipment	1, 500
Evaluation and Reporting	600
Duplication of Materials	200
	$22, 837

Itemized analysis of the above figures are to be shown in the actual proposal document.

EVALUATION

Evaluation of the program will be done on an individual basis by the instructor through observation, conferences, and some testing devices.

Results of the evaluation will be scrutinized by an advisory committee, individuals involved, and the instructors to determine future needs and direction of the program.

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Whereas, the physically disabled student at Mount Hood Community College is often unable to conduct any form of physical exercise outside of school:

Whereas, the physically disabled student is often unable to exercise in previously learned methods causing the necessity of a course to teach him new methods of exercise:

Whereas, the physically disabled student must spend much of his time outside of the classroom studying that he cannot afford any time to exercise:

Whereas, the physically disabled student often can exercise for only short periods of time:

Whereas, gaining a college education does much to increase self-esteem, being unable to be as physically active as he once was prevents the physically disabled student from gaining the self-esteem necessary to confront everyday life:

Whereas, of even greater importance than gaining a college degree, the physically disabled student may feel inferior to the person able to be physically active, be this person a college graduate or not:

Whereas, specially trained supervision is necessary to conduct exercising for the physically disabled student, the wife and relatives of the student are often unqualified to supervise this exercise:

Whereas, the physically disabled student may become more satisfied and concerned about his courses as he learns to be more physically active:

Therefore, be it resolved that a physical education program designed and intended for the physically disabled student at Mount Hood Community College is inacted.

Respectfully submitted by,

CWO James P. Meade Jr. Ret'd

MT. HOOD COMMUNITY COLLEGE

REHABILITATION & ADAPTIVE PHYSICAL EDUCATION PROGRAM

The purpose of this survey is to establish some idea of the Interest and need for a rehabilitation or adaptive physical education program on the Mt. Hood Campus.

If you have any physical impairment or disability and would be interested in a program beginning on the campus as early as summer term, please indicate your interests below.

( ) Yes, I am interested.

( ) No, I am not interested.

Approximate percentage of disability at present:

( ) 5-10%
( ) 25%
( ) 50%
( ) 75%
( ) 100%

ACTIVITIES OF INTEREST

( ) Conditioning
( ) Jogging
( ) Golf
( ) Tennis
( ) Dance
( ) Archery
( ) Basketball
( ) Wt. Training
( ) Others (List)

_____
_____
_____

Name _____

Address _____

_____ Phone _____

PROPOSAL II

A Proposal for an In-Service Training Program for Community College Personnel (In-Service for Community College Personnel)

Problem:

Community College instructors often do not relate to disadvantaged and handicapped students. (Don't know how to relate, don't want to relate.)

Objectives:

The in-service participant will be able to:

1. define the meaning of the terms disadvantaged and handicapped as used in the community colleges.

2. identify the teacher characteristics which contribute to success in teaching the disadvantaged and handicapped in the community colleges.

3. evaluate methods of working with the disadvantaged and handicapped.

Procedure:

I. Bring in outside consultants who have specialized experience with disadvantaged and handicapped students to:

   a. identify behaviorial and attitudinal characteristics of these students.

   b. present successful instructional methods and techniques.

   c. identify the teacher characteristics necessary to work with these students.

II. Encourage visitations to disadvantaged and handicapped in facilities and home environment.

III. Use of multi-media approach to give a variety of experiences, student panels (achievers and nonachievers). Printed materials and audio-visual media including demonstrations of video-taped sessions for interaction analysis.

Time Schedule:

A minimum of three days is recommended.

Evaluation:

Will be handled through the following:

1. Pre-test, post-test techniques would be utilized for the evaluation process.

2. Interaction evaluation during the school year.

3. Evidence of improved teaching methods.

PROPOSAL III

A Proposal for the Implementation of Disadvantaged-Handicapped Student Training Programs at a Community College (or equivalent)

1. The need for the implementation of Disadvantaged-Handicapped student training by community colleges is established if:

   a. the college has within its effective domain persons who are not productive citizens by virtue of their economic status, nationality, attitudes, limitations, etc;

   b. with appropriate educational and vocational training it is possible to alter the slide levels and behavioral attitudes of members of this group so that they may become productive citizens; and

   c. one accepts that the logical organizations to effect this transformation are the local educational institutions with the programs being initiated and spear-headed by the community college.

2. A program designed to accomplish the goal of transforming non-productive persons into productive persons involves at the very least three phases.

   a. An assessment of the local situation;

   b. The design of a training program for the instructor who will serve as the catalyst for this transformation; and

   c. The actual training and placement of the students.

3. The assessment of the local situation can be accomplished by a steering committee composed of members of the college, and the community with these directed objectives:

   a. The identification of the population/individuals who fall into this category and the determination of the reasons economic, individual, which ever are responsible for their status.

   b. The establishment (within the framework of the local environment) of the type of training best able to transform these people into productive members of society;

c. The setting of guidelines for the selection and training of the instructors who are to accomplish the specialized training of the disadvantaged student;

d. To identify a prime responsible person within the college to administer the program.

4. The design of the training program for instructors and students will be supervised by the prime responsible person (with the steering committee acting in an advisory capacity). His responsibilities will be:

a. Through coordination with concerned agencies, competent advisors, and other interested persons establish criteria and select people to be trained as instructors in the specific programs delineated by the steering committee;

b. Set up and administer an instructor training program which provides the instructor with the background (as a teacher-this assumes vocational competence) and attitudes he needs to create an effective educational environment for the student in specialized training;

c. Provide guidance in the coupling of the specialized training programs with existing courses and facilities and insure that minimal friction with other staff members or detrimental impact is incurred by students and instructors participating in the special programs;

d. Provide guidance and assistance to the instructors responsible or involved in specific programs in planning curricula, obtaining facilities, and in creating and obtaining instructional aids and materials;

e. In coordination with existing agencies establish a procedure for student recruitment and assignment to specialized programs;

f. Establish a continuing procedure for evaluation of training effectiveness in terms of success of the student in achieving a productive status in society;

g. Be primarily responsible for insuring that the needs of the student are met to the highest possible degree-i.e. that the programs are individual oriented.

5. This is a broad outline of a way in which Disadvantaged Student Training can be organized and coordinated in a community college which may at present have no complete plan. If implemented along the lines shown and applied in a method consistent in teaching the disadvantaged with those which have been successful in other areas, it is certainly a step in the right direction.

RECOMMENDATIONS FOR TEACHER-EDUCATION-How teacher education can better prepare teachers to serve needs in the area of disadvantaged and handicapped.

I. Contact with disadvantaged and handicapped should be part of the teacher education curriculum.
This could be accomplished in the following manner:

A. Field of experience-(Should come before internship) credit should be given for community work with disadvantaged and handicapped (shorter time period-less extensive than internship) example: one term or summer of experience.

B. Internship-Credit should be given for living and working with the disadvantaged and handicapped in institutions or agencies serving the disadvantaged and handicapped and/or community setting.

C. Previous work experience with disadvantaged and handicapped should be recognized with credit.

II. Provision should be made for prospective teaching personnel in all phases of education, kindergarten through college, to have some experiences with disadvantaged and handicapped. This would include teacher trainees at the 4-year institutions, as well as, at the Community College.

WORKSHOP EVALUATION

Results of Thirty-Two Respondents

1. What is your present position? School Administrator 3 ; Program Supervisor 6 ; Teacher 12 ; Other 9 .

2. Location:

   A. Was the choice of the location for the workshop Excellent ___; Very Good 11 ; Good 9 ; Fair 1 ; Poor ___; COMMENTS: _____

   _____

   B. Did you feel this type of location contributed to your learning? Yes 12 ; No .1 ; Not Important 11 .

3. Meetings:

   A. Where the hours spent in the meeting About Right 15 ; Too Long 7 ; Too Short ___.

   B. In this type of conference do you feel there needs to be involvement by the participants? Yes 23 ; No 1 .

   C. To what degree of involvement do you feel there was in the proceedings by workshop participants. High Degree 3 ; Considerable 12 ; Average 7 ; Little 3 .

   D. To what extent was the interchange of ideas in the workshop of value to you? High Degree 7 ; Considerable 15 ; Average 2 ; None ___.

   E. As a result of your experience in this conference, do you now feel you have a better working knowledge of disadvantaged-handicapped students? Greater 6 ; Significant 7 ; Some 6 ; Average ___; Little ___; No Difference ___.

   F. To what degree do you feel the objectives of the workshop were met? Great 6 ; Significant 12 ; Some 5 ; Average 1 ; Low ___; Not At All ___.

   G. As a person concerned with vocational programs, what were the major values of the workshop to you? See next page.

   _____

   _____

   H. What constructive criticism can you offer on any phase of the conference not covered by the previous questions? See next three pages.

   _____

   _____

WORKSHOP EVALUATION

Comments on question 3.G.-As a person concerned with vocational programs, what were the major values of the workshop to you?

1. Greater understanding of the problems in working with D & H, time to work on proposals was of great value, exchange of ideas, exposure to resources.
2. Talking to the people in the workshop, the AMIDS group.
3. I learned techniques of teaching handicapped, of writing proposals, and of empathy for these people as I meet them in daily life.
4. Individual people are important.
5. The dialogue and understanding that came about from interaction with people of common interest.
6. Contacts.
7. Presentation of the individual approach to instruction.
8. Mr. Manuel Jimenez (AMIDS).
9. Guest speaker Jimenez and company and Moore.
10. Exchange of ideas.
11. Better understanding and motivation towards doing something.
12. Getting to know people and sharing ideas.
13. Eye open-new ways-open-end-
14. Idea exchanges and awareness levels raised concerning vocational programs.
15. Greater understanding of the disadvantaged and Handicapped.
16. Comparision of programs-knowing others working in the field-coverage of all areas-forced us to look at other aspects.

17. A closer look at some problems and some possible solutions in dealing with disadvantaged and handicapped students.

18. Reinforcement of ideas about needs in terms of money to support programs adequately. Learning about programs and materials now in use.

19. Interchange of ideas-reinforcement of existing notions.

20. Open entry educational programs, team teaching.

21. I became more aware that some of the things covered in basic education aren't necessary for many jobs-I 'll work more closely with the Vocational people.

22. The interchange of ideas between representatives of different agencies-all have same essential problems.

23. Contact with committed persons. Available agencies.

24. Learning the language of people who are involved in this area and meeting the interested people.

Comments on question 3.H.-What constructive criticism can you offer on any phase of the conference not covered by the previous questions?

1. Not enough time for interactions and discussions. Everyone had so much to offer and we ignored it. I would have liked to have heard from more of them.

2. This conference has met a need. I feel a follow-up conference should focus on actual techniques of dealing with the handicapped in classroom situations. Also, I feel that other persons in the community colleges should be exposed to a workshop of this kind. First hand information is more valuable than second-hand.

3. Do not schedule speakers for more than 30 minutes each.

4. Larger student panels so we could interact individually with them.

5. Add information on the deaf to agenda.

6. A bit more interaction-might be held in a less "advantaged" area-have the conference "where the action is".

7. More specific group discussion. Not enough time for group discussion. Not enough Chicano representation.

8. Major weakness-participants did not have enough time to truly exchange ideas and feelings. These things nedd T-session approach. Feelings remained on a superficial level.

9. More inter-action and involvement-Community involvement of disadvantaged.

10. Fewer visiting firemen.

11. Class at night-with interchange of ideas.

12. Arrange one or two field trips.

13. We needed to visit some successful and unsuccessful programs.

14. Field trip.

15. More detail on actual implementation of programs.

16. Specific methods-demonstrations by employing methods that have proved effective.

17. More reaction time-Free time for talking with individuals.

18. More student involvement, then more time should be available before the deadline for proposals to be in. Perhaps a rough draft of such a proposal should be a criteria for entrance the program.

19. I would like to see a better representative talking about Indians!! I'd appreciate lists of <u>good</u> basic ed materials.

20. The subject for each group not selected early enough in week to allow for enough time to explore sufficiently before making proposals.

21. More interaction time for the participants even at the sacrifice of speakers. More detail in establishing situational criteria for student involvement situations.